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ABSTRACT

The two-part document provides background information on ethnic heritage and language schools (EHALS) in the United States as well as results of a survey and a directory of these schools in Cleveland, Ohio. Part I contains a rationale for community language schools, traces their evolution from the colonial period to the present, and summarizes the Cleveland survey. Student population is discussed in terms of enrollment patterns, language proficiency and background, and cultural background. The curriculum section characterizes class structure, curricular objectives, learning materials, and testing and grading. Biographical data on teachers includes sex and place of birth, length of residence in the United States and in Cleveland, amount of education, and amount of time spent in the classroom per week. Part II, the directory, lists 21 EHALS schools in Cleveland: Arabic, Armenian, Bengali, Chinese, Croation, Czech, German, Hebrew, Hindu, Hungarian, Italian, Japanese, Korean, Latvian, Lithuanian, Polish, Slovak, Slovenian, Ukrainian, and Yiddish. Information includes address, names of directors and teachers, a brief history, tuition fees, class hours, and visitation policy. An alphabetized index of teachers and directors and sample questionnaires are included. (KC)

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Association of Ethnic Heritage
and Language Schools, Inc.

ETHNIC HERITAGE AND LANGUAGE SCHOOLS IN GREATER CLEVELAND: A DIRECTORY

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With the assistance of the
Curriculum Committee of the
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CLEVELAND ETHNIC HERITAGE STUDIES
CLEVELAND STATE UNIVERSITY

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This Directory is the first volume of a series of curriculum materials developed in 1976-1977 under a Title IX (Ethnic Heritage Studies) grant to the Association of Ethnic Heritage and Language Schools, Inc., from the U. S. Office of Education, Department of Health, Education and Welfare.

Project Director: Karl Bonutti, Coordinator
Ethnic Heritage Studies, Cleveland State University.

It is the express wish

of EHALS membership

that this volume be dedicated

to the memory of

Mr. Branko Yirka

a Croatian American - educator,

humanist and EHALS cofounder

Foreword

Of all the institutions, passing or perennial, which have developed during the first two centuries of our United States, few are as unusual, as alien to the stereotype character of American culture as the Ethnic Community Language School. A true child of its Anglo-Saxon parent, American culture has distrusted speakers of other languages. For the American as for the ancient Greek, other languages sounded like the "bar-bar" of a barking dog, and so their speakers were barbarians. The insularity and the great size of the North American subcontinent did nothing to inhibit this tendency. And since, unlike the European, we generally could travel a thousand miles or more without crossing a linguistic border, our inherited xenophobia grew. In that soil the germination, in the middle of the last century, of the Ethnic Community School should have seemed unpromising indeed, unlikely to mature and bloom.

Yet paradox is also part of that American stereotype, as are openness and tolerance of individuality. No other nation in the known history of the world has welcomed so freely, lamp lifted "beside the golden door," so great a quantity and variety of other peoples. And though our xenophobic attitudes fostered the "melting pot" syndrome, an unparalleled wave of polygenetic acculturation, our culture's equally traditional tolerance left living space for those "unmeltable" immigrants who insisted that the acculturation

Americanization process need not result in obliteration of their ethnic language and heritage. The Ethnic Heritage and Language School is thus symbolic of one of the basic values of American culture. Its effort to maintain the uniqueness, the sense of "roots" of a subculture within mass-cult mid-century America is worthy of much wider notice than it has heretofore received. The present volume, which focuses on the history and present situation of Ethnic Heritage and Language Schools in the greater Cleveland area, has a double aim: not simply to help the schools in their efforts, but to bring about that wider notice. Speaking personally, I hope that many others will be as surprised and delighted as I was to learn what, and how much, is happening in these schools.

The present Directory is incomplete: not all schools in the area have been able or willing to cooperate in its preparation. We hope that its publication in this form will encourage their participation so that a second and updated edition can be published by 1980.

— Bruce A. Beatie

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SECTION I:

INTRODUCTION

A. Why do Ethnic Heritage and Language Schools Exist? A Statement of Principles

The obvious reason why these schools exist is because there are groups of immigrants in the United States and particularily the Cleveland area, who feel a sense of community, who are concerned that the language, the values, and the cultural heritage of their native land not be extinguished by the process of acculturation and Americanization which they, their children, and their children's children inevitably undergo, and who therefore support these ethnic heritage and language schools.

On the individual and community level, this is also the most important reason for the schools' existence; indeed, it is their sine qua non. Without a strong personal commitment on the part of many people in an ethnic community, no such school can come into being or maintain itself. But there are reasons, why these schools exist and should be supported, which go well beyond this sort of personal concern.

For the child who attends an ethnic heritage and language school, the benefits are both spiritual and practical. In learning the cultural heritage of his parents, the child will acquire a sense of "roots", of belonging to a community and to a subculture that is extremely important in balancing the rootlessness and anomie of "masscult" urban American life; both the depth and breadth of his

general knowledge will be increased by knowing two cultures rather than only one, and he will be able to make better judgements in life because his knowledge is greater. In learning two languages rather than one, he gains a double benefit. Linguists have demonstrated that one's view of the world is limited by one's language: a monolingual speaker of English simply cannot perceive the difference in states of being which a Spanish speaker calls ser or estar; while a monolingual Spanish speaker cannot perceive the English speaker's differentiation between house and home. A bilingual person will literally be able to see and understand more of the world than a monolingual. Moreover, recent studies have suggested that a bilingual child will regularly, at least from the fourth or fifth grade on, do better in school than a monolingual child of equal intelligence and similar family background. At the most practical level, the child who attends one of these schools will often be able to earn additional credit in his regular high school or in college; such a child will thus be able either to shorten the time necessary for graduation or to take additional electives. And his two languages will give him advantages in the job market not possessed by his monolingual friends----an advantage that will grow in importance as the United States becomes increasingly dependent on foreign trade.

For the larger community in which the ethnic communities exist---the Cleveland area, the state, the nation----the benefits are equally clear. In The Life and Death of American Cities, Jane Jacobs demonstrated that the economic and social viability of a major urban area

depends crucially on the vitality of its sub-communities, and the ethnic schools make a profound contribution to the cultural vitality of these communities. In that the schools create people with a real knowledge of two cultures, they also help form an urban population more able to deal effectively with its social problems, racial or otherwise. The schools help to create a better-trained, more capable and, above all, more adaptable population, and thereby provide the area and the region with a better work force. And finally, by adding to the number of American citizens whose viewpoint is international rather than parochial, the schools help to improve the bargaining position of the United States in an increasingly competitive world.

B. Ethnic Community Schools in the United States

A comprehensive history of ethnic language schools has not been written and, indeed, would be difficult to write, precisely because they are and always have been a product of extremely local concerns and hence few records are available. Joshua A. Fishman's Language Loyalty in the United States (1966), a cooperative study of "The Maintenance and Perpetuation of Non-English Mother Tongues by American Ethnic and Religious Groups", forms a necessary basis for such a history, but its own focus is broader: it contains chapters on only four particular linguistic groups (German, French, Spanish and Ukrainian) and, only Heinz Kloss' chapter on "German-American Language Maintenance Efforts" goes into detail on the German school

tradition, following the tradition only until about 1960. Not even for Canada, where public concern for maintenance of ethnic languages has always been greater than in the United States, does a comprehensive study exist.

The early history of ethnic community language schools must be viewed against the background of the history of foreign language education in the United States, which was itself an importation from Europe. From the early Colonial period through the middle of the nineteenth century, American education was exclusive rather than inclusive, available beyond the early grades only to a select few, and usually church related. Following the European model, the classical languages (Greek and Latin) were most heavily emphasized. French, like Music, was taught mostly as a "finished" accomplishment of ladies; and the other modern languages were generally taught only at the university level.

The specific beginnings of the ethnic heritage and language schools are a part of the more general history of that great wave of immigration which began early in the nineteenth century and became a flood tide in the second half of the century. The first ethnic community schools were, apparently, German. Bilingual German-English public schools were allowed, according to Kloss, as early as 1836 in Pennsylvania, but the first known actual school was established in Cincinnati in 1840; by 1859, according to Rudolf Dulon, the Cincinnati German schools were enrolling over 3,500 children. By that time German schools had been established in Milwaukee, Texas

and New York. By 1885 Karl Wolffradt reported that there were 2,364 German schools in the United States enrolling over 430,400 students: over half of them in Illinois, Wisconsin, Ohio, Indiana and Missouri. Unlike the present schools, most of these were bilingual day schools, the "neighborhood schools' of German-speaking communities which carried the responsibility for the total education of the children attending them. By the end of the century there were over 4,000 of these schools; a few survived into the 1930s, but almost none survived the cumulative anti-German feeling of the first and second world wars. After the first world war, however, the "supplementary" Saturday schools gained in significance as the day schools declined: by 1937 only 20,000 students were enrolled in German bilingual day schools, 90,000 in"supplementary" schools.

The second major group to establish ethnic schools was that of Jewish immigrants, many of them also German, but here the pattern was different in several ways. This was primarily an urban rather than a rural immigration, and two languages were involved: Hebrew and Yiddish. From the earliest stages two types of school were created, both the full-time day school and the supplementary afternoon or weekend school. Finally, for the Hebrew schools, the main task was to teach a "foreign language", the language of ritual and the synagogue, not to maintain a deeper knowledge of a mother tongue. The Jewish schools, whether Hebrew or Yiddish, have remained the most continuous and strongest of the ethnic-language-and-culture-school traditions, doubtless because of their close ties to religious congregations.

By the end of the century, a great many other ethnic groups had established schools of both types. Around 1900, according to Kloss, some 600,000 children were attending private ethnic community schools: over half in German schools, a fourth in Scandinavian and Polish schools. And the movement continued to grow. For example, the first Czech supplementary school was founded in Chicago in 1864, according to Thomas Vapek; by 1920, several hundred Czech language schools around the country were teaching over 10,000 children. The ethnic day schools were generally either Catholic, Orthodox or Jewish parochial elementary schools, while many of the supplementary afternoon or weekend schools were non-sectarian. By 1935, Kloss reports, there were still, in spite of the world war, at least 500,000 children in ethnic community schools, though the language emphasis had shifted significantly:

Polish Schools	300,000 children
French Schools	100,000 children
Slovak Schools	41,000 children
Italian Schools	23,000 children
German Schools	20,000 children
Lithuanian Schools	10,000 children
Ukrainian Schools	5,000 children

During the 1930s, however, a number of forces had begun to cause serious attrition in a number of schools: a) the isolationism of American public attitudes after the first world war, b) the intensification of the "melting pot" or "Let's all become real Americans!" attitudes, c) the growing trend toward populism and universality in American education, d) decreases in the number of immigrants, e) and the weakening of ethnic ties, as immigrant children and grandchildren become acculturated to American society. The second world war and the

extremes of anticommunism during the Cold War era were the death blow to many of the remaining schools founded by earlier generations of ethnic immigrants. Only the Jewish schools (Hebrew and Yiddish) and the Greek schools maintained themselves with some vitality. Also, there were shifts caused by changing patterns of immigration. As early as 1929, according to Joseph G. Yoshioka, there were Japanese community language schools in California; by 1948, reports David Te-chao Cheng, "a Chinese public school is established in nearly every Chinatown in America."

The renewed impulse of immigration that followed the second world war, primarily from the Eastern European Soviet occupied countries, gave rise to a whole new generation of schools. Whereas the immigrants in the nineteeth and early twentieth centuries had been mostly working-class people, these of the late forties and fifties were mostly middle-class, often professional people or artisans and craftsmen who brought with them a high regard for education. The schools which these new groups founded seldom had any direct contact with the pre-war school traditions, and they were seldom supported by the older generations of immigrants or their children, but they were no less vital for that fact. By 1960, Joshua Fishman was able to locate nearly 2,000 ethnic community schools in the United States, and there is some reason to believe that he had not located more than half of the total number in existence.

A concrete example both of this pattern and of some exceptions

to it can be seen in the Ukrainians. The postwar immigration involved, according to Dr. A. Tkach, over 80,000 Ukrainians who settled mostly in New York, Philadelphia, Cleveland, Detroit and Chicago. The first postwar school in New York was established in June 1949 by Dr. K. Kysilevskij only a month after his arrival; there as in other cities the Ukrainian youth and "scouting" organizations "Plast" and "SUMA" were the focus of school development. By 1953 the New York-based Ukrainian Educational Council (Shkilna Rada) had been established to assist community-school development and maintain educational standards. By 1964, when the Educational Council began to publish its own news journal Ridna Shkola, there were nearly 80 registered Ukrainian schools, some with a full twelve grades, enrolling nearly 10,000 children; the schools used standardized graduation examinations and were regularly visited by inspectors from the Educational Council, which also published teaching materials. The Council also established contact with the Ukrainian Catholic parochial day schools which, according to N. A. Czuba, had been active since 1925. Although the parochial schools remained largely independent of the Ridna Shkola movement, they too were affected by the postwar immigration: eight of the 29 schools which, in 1955-56, were teaching over 6,000 elementary-school pupils were founded between 1947 and 1950.

The new generation of ethnic-community schools was given an added stimulus by the "new ethnicity" attitudes which began to surface in American consciousness in the late sixties and early seventies. Although this movement owes some of its impetus to the "Black nationalism" of

the sixties, it has taken on its own driving force, which led to the federal Ethnic Heritage Studies Act of 1972. And it may now be beginning to affect the Black-ethnic movement in its turn: it is difficult to imagine that Alex Haley's Roots could have taken the form it did without the impact of "heritage consciousness" that came from the non-Black ethnics in the early seventies.

The future of the ethnic heritage and language schools is difficult to foretell. The unexpectedly strong response to Roots, which was not restricted to a particular racial or ethnic group, suggests that there may be an apperceptible trend in American culture away from uniformity and towards cultural and individual pluralism----a trend which rejects rootless isolation and reinforces the values of an extended family as opposed to the nuclear family, a trend which emphasizes the subculture as opposed to mass culture. If these tendencies are real and can maintain themselves against the counterpressures of the mass media, there will continue to be an environment favorable to the ethnic schools. It is worth noting that, according to the National center for Educational Statistics, "13% of the U. S. population age 4 and older in July, 1975 lives in households in which languages other than English are spoken."

Another factor in their favor is the irreversibly eroding dominance of the United States vis-a-vis the world economy. As the country grows more and more dependent on its relationship to other countries, traditional Anglo-Saxon-derived xenophobia will have to decrease, with a corresponding increase in multicultural awareness.

C. Development of Ethnic Community Schools in Cleveland

The greater Cleveland area is in general a microcosm both of the immigration patterns and of the school-development patterns described above. It differs mainly in that it has few of the Asian immigrants, so numerous on the West Coast, still fewer of the French-Canadians, numerous in the Northeast, and began only in the late sixties to acquire the Spanish-speaking population so numerous in the Southwest, Florida, New York City and Chicago: the following table gives some idea of the distribution of ethnic groups in the Cleveland area at present, in comparison to national statistics. (Figures are given both in absolute numbers and in terms of % of population; no group is included which does not constitute at least .5% of the Greater Cleveland or the U. S. population. Cleveland figures are taken from Donald Levy's 1972 report; U. S. Census data is taken from the current World Almanac and Book of Facts.)

Foreign-born or Foreign-Parented

In Greater Cleveland			In the U. S. A.	
Blacks	322,500	(16%)	22,580,000	(11%)
Appalachian	130,000	(6%)		
Jews	73,000	(4%)	6,060,000	(3%)
Italians	62,500	(3%)	4,241,000	(2%)
Poles	61,500	(3%)	2,374,000	(1%)
Germans	53,100	(3%)	4,631,000	(2%)
Slovaks	48,000	(2%)	759,000	(.5%)
Czechs	47,000	(2%)		

Foreign-born or Foreign-Parented

In Greater Cleveland			In the U. S. A.	
Slovenians	46,000	(2%)		
Hungarians	40,800	(2%)	602,000	(.5%)
Irish	36,000	(2%)	1,488,000	(1%)
Canadians	19,500	(1%)	3,034,000	(1%)
Ukrainians	16,500	(1%)	1,945,000	(1%)
Russians	10,000	(.5%)		
Croatians	16,500	(1%)		
Greeks	15,000	(1%)		
Lebanese Syrians	15,000	(1%)		
Lithuanians	14,000	(1%)		
Ruthenians	11,000	(.5%)		
Romanians	10,000	(.5%)		

The table also shows Cleveland's uniqueness: the number and size of its ethnic groups which have maintained a strong sense of community even when the members of a group no longer live in a restricted geographic area. As a result, Cleveland is also perhaps unique in the number and the vitality of its ethnic heritage and language schools.

The earliest recorded ethnic community school in Cleveland, Jewish rather than German, began less than forty years after Sarah Doan of Newburgh had opened the first school of any sort in Cleveland. As Allan Peskin reports, the Anshe Chesed congregation, which later became Fairmount Temple, was founded in 1839; "by 1844 twenty-two pupils were busily studying both Jewish and secular subjects in Anshe Chesed's day school. This was not only the first

Jewish School in Cleveland, but it was also the first all-day parochial school established by any Cleveland religious group." This congregation and its school, in spite of many fissions and fusions, have maintained their existence for over 135 years, and the 245 students enrolled in Fairmount's Hebrew Language School in Fall 1976 should have felt a strong sense of "roots".

As other Jewish communities were established, they also founded congregational Hebrew-language schools; eleven of these remain currently in operation. In 1943, members of various Orthodox congregations revived the Jewish day-school tradition by establishing the Hebrew Academy of Cleveland, which now enrolls over 750 children from kindergarten through high school.

The Jewish community also was the first to establish an ethnic-community school at the college level: the Jewish Teachers' Institute was founded about 1920, and the Beth Midrash L'Morim in 1925; these were merged in 1947 into the Cleveland Institute of Jewish Studies. In 1968 the Institute became the Cleveland College of Jewish Studies, which by 1975 had earned "candidate for accreditation" status with the North Central Association of Colleges and Universities.

Although there are reports of Ukrainian and Polish parochial elementary schools that taught the respective languages in the Cleveland area before 1900, the earliest non-Jewish school for which reliable information exists is Ukrainian: in 1910 the Catholic parish of Sts. Peter and Paul on West Seventh Street introduced courses taught in the language, apparently on a part-time basis. Similar classes were later established on the east side. In 1947,

the Rev. D. Gresko began a regular day-school for elementary-age children of Ukrainian background; in 1951 this school moved into new facilities on State Road in Parma, where it continues as St. Josaphat's Ukrainian Catholic School (grades 1 - 8). This school, which teaches Ukrainian language and literature as well as the standard Ohio curriculum, has a remarkably steady enrollment; but it remains the only non-Jewish ethnic day school in Cleveland.

St. Josaphat's, however, is not the only Ukrainian school in Cleveland. Around 1950 a separate Ukrainian "Saturday School" was established which, by 1954, had become more formally organized as Ridna Shkola ("Native School") School of Ukrainian Sciences. In 1960 this school began operating in Schaaf Junior High School. From 1966 on, the Ridna Shkola began to establish close relationships with regular Parma schools, and by 1975 it had managed to earn an agreement with the Parma Board of Education whereby Ridna Shkola children attending Parma schools and completing eleven years in the Ridna Shkola program would earn three credits toward their high school graduation----the only such arrangement known in the area.

Around 1925 the Greek-American Progressive Association founded the first known Greek language school in Cleveland; by 1929 there were two others, but in 1933 these were consolidated into the Annunciation Church Greek School, which has been in continuous operation since that time, the only Greek-language school in Cleveland proper. Around 1953 a second school was opened in association with the Greek Orthodox parish of Saint Constantine and Helen in Cleveland Heights.

In 1950 the Michael M. Balourdas Hellenic Cultural School was founded in Rocky River in the St. Demetrious parish, growing from less than 30 pupils in 1960 to a present enrollment of over 100. Most recently, in 1965, a fourth school was established in the parish of St. Paul in North Royalton. All four appear to be flourishing.

Other school traditions are less easy to track down. A Czech "Saturday Language School" had been established in Chicago in 1864, and by 1915 over 700 Cleveland students were reported as attending Czech supplementary schools. Polish parochial schools were apparently initiated shortly after the arrival in the U. S. of the Felician Sisters in 1874, and Theodore Andrica reports that "In 1900 Cleveland had 32 Roman Catholic churches, divided by nationality as follows: 10 Irish, 7 German, 4 Czech, 3 Polish, 2 Slovak, 2 Italian, 1 Lithuanian, 1 Slovene, 1 French, and 1 Hungarian. Nearly every parish had its own school." Instruction in many of these was in the native language, until about 1915 Ohio law began to require that the elementary curriculum be taught in English.

Between the wars, however, parochial-ethnic elementary schools survived at least in the Slovenian and the Lithuanian communities, the latter at St. George's Parish School and a Chinese supplementary school was begun by the late 1920s. The attitudes of the late 1930s, however, seem to have been as destructive to the earlier generation of ethnic language schools as they were to the extremely active and coherent German community in Cincinnati. Only the Hebrew schools and the Greek schools seem to have continuous traditions

through this period and into the present. None of the non-Jewish day schools seem to have survived the second world war.

The period of post-war immigration, seems to have been particularly productive for ethnic schools in Cleveland. The foundation in 1947 of a Ukrainian day-school has already been mentioned, and a Slovenian school was begun in 1949; in 1953 it became associated with St. Vitus Church on the near east side. In 1950, in addition to the Balourdas Greek School mentioned above, the Latvian School of Cleveland, associated now with the United Latvian Evangelical-Lutheran Church of Lakewood, was founded for 51 students. The I. M. Peretz Workmen's Circle Yiddish School (Peretz, born in 1852, is the father of modern Yiddish literature) was established in 1951, as was the Ukrainian Ridna Shkola mentioned earlier. In 1953, as noted, another Greek school was established in Cleveland Heights.

According to information available, there was a cessation in school establishments until 1957, when the St. Casimir Lithuanian School was established, meeting first at Villa-Angela and now at Our Lady of Perpetual Help School. A year later the West-side Hungarian School of Cleveland was founded by Dr. Gabor Papp, who remains its principal; there have been other Hungarian schools in Cleveland, but they are no longer active. In 1960 the German Language School, sponsored by the Society of the Danube Swabians, was founded on the west side; in 1973, a branch was established on the east side, in Willoughby; the combined enrollment at its two "campuses" makes it the largest of the present ethnic community schools.

About 1967 a Croatian school was established at St. Paul's, but it lasted only three years. In 1975, however, it was re-founded at St. Vitus School (sharing space with the Slovenian School), and in 1976 a second branch was opened, again at St. Paul's. The Chinese Academy of Cleveland was started informally in 1969, the same year that the Michael M. Balourdas Hellenic Cultural School took on its present form; the Chinese Academy was formalized in 1971, and the Balourdas school moved into elegant new quarters in 1970.

The most recent foundations are the Arabic Institute, established by Dr. Emil Habiby, now president of the Association of Ethnic Heritage and Language Schools, in 1974 at St. George Syrian Orthodox Church; the still-informal Japanese School run by Ms. Yukiko Ward; and the Armenian School which was reorganized in Fall 1977.

This sketch of the development of ethnic language schools in Cleveland is by no means complete. Even as chronology it has gaps of which the author is painfully aware. But additional information to flesh out this sketch, must come from within the communities themselves; it is available in no public or published records.

D. Ethnic Community Schools in Cleveland as of Fall, 1976

1. Introduction.

Although Cleveland had, as the preceding section shows, a very active tradition of ethnic-community schools, the general population knew little about them; each school was known only to its particular

supporting community. This situation began to change in May, 1972, when a National Conference on Ethnic Studies arranged by Dr. Karl Bonutti of the Department of Economics (Cleveland State University) took place, although indeed the preparations for that conference had begun many months before that. The stimulus for the conference was the pending legislation for the establishment of the Ethnic Heritage Studies Act, and many of the papers given at that conference have since been published in the Cleveland Ethnic Heritage Studies Monograph Series.

With the passage of the Ethnic Heritage Studies Act, many members of the Cleveland State University faculty formed a working committee during the Summer of 1972 to prepare a comprehensive proposal under that act. As part of the comprehensive proposal, Dr. Bruce A. Beatie, of the Department of Modern Languages, prepared sub-proposals which focused on the study, teaching and support of ethnic languages spoken in the Cleveland area. The work of the committee was, however, in vain; the Ethnic Heritage Studies Act was not funded during 1972, and when it was finally funded in 1973, the guidelines did not allow the kind of proposals which had been part of the comprehensive package worked out during the Summer of 1972.

During the Fall of 1973, Dr. Bonutti and the Cleveland Board of Education separately prepared proposals under the now-funded Ethnic Heritage Studies Act. Dr. Bonutti's proposal was to establish an ethnic heritage materials and research center in Cleveland, and the proposal from the Cleveland Board of Education focused on preparation

of ethnic heritage curriculum materials for use in public schools. The two proposals were combined and subsequently funded by the U. S. Office of Education. Two co-directors were appointed: Dr. Bonutti for the university-related research, and Msg. Geno Veronesi for the Cleveland Board of Education. This project produced a package of "Multi-Ethnic Curriculum Units", which have since been put to very effective use in Cleveland area public schools, and it provided for the research and writing of a series of 21 monographs: a bibliography, a theoretical volume, a general volume on "Early Settlers of Cleveland", and eighteen monographs on specific ethnic communities in the greater Cleveland area. Publication of these monographs began in 1975 under a grant from the Gund Foundation and should be completed in 1978.

In the Winter of 1975, as a part of the project described above, Dr. Bonutti compiled a tenative list of ethnic-community language and culture schools in the Cleveland area. After consultation with Dr. Beatie, he called on March 10, 1975, a general meeting of directors and teachers in these schools, to discuss the possibilities of cooperative effort and of possible support to be gained from the Ethnic Heritage Studies Act. This meeting led to others, and had resulted by June, 1975, in the formal establishment of the Association of Ethnic Heritage and Language Schools Incorporated (EHALS). During the Fall of 1975, an EHALS committee prepared, in cooperation with Dr. Bonutti and Dr. Beatie, a proposal for a training and curriculum materials grant under the Ethnic Heritage Studies Act, a proposal whose aim was to upgrade the quality of teaching in the EHALS schools,

and to give them better resources for survival and development. The U.S. Office of Education announced in June, 1976, that the EHALS proposal had been funded.

The first discussions with the EHALS Executive Committee concerning the implementation of the grant made it painfully clear that the range of problems faced by EHALS schools was far broader than the resources available in the grant could possibly meet, and that the specific objectives of the grant would have to be selected with great care. Since EHALS represented perhaps the first successful effort in Cleveland to establish a functional organization which crossed the lines of particular ethnic groups, it seemed important to assure that individual EHALS schools and the teachers involved in them be given reason to maintain and increase their confidence in the central organization; it was therefore felt that the individual people benefiting from the grant, the directors and teachers of EHALS schools, must be involved deeply and directly in the setting of the specific objectives for the project.

The first phase of the project, therefore, which began on July 12, 1976, and ended on October 28, focused on information-gathering and cooperative setting of project objectives. Two questionnaires were developed, one to gather information about the operation and curriculum of schools, and the other to gather information about the background of teachers involved in the schools; both questionnaires sought identification of specific problem areas perceived as important by directors and teachers. The questionnaires were supplemented by visits made by Dr. Beatie to a number of EHALS schools

during their periods in session. The result of the information-gathering phase was the publication of two reports: "Ethnic Heritage and Language Schools in Greater Cleveland: a Profile", and "Teachers in Ethnic Heritage and Language Schools in Greater Cleveland: a Profile". The essentials of both reports were condensed into an article entitled "Ethnic Heritage and Language Schools: Resource and Responsibility", which appeared in November 1977, in the ADFL Bulletin a national journal devoted to language teaching.

The results of the information gathering were used to define specific program possibilities; these were discussed at a planning workshop for EHALS schools directors on September 28, attended by the directors of twenty-five schools, and with greater specificity at a planning workshop for EHALS teachers on October 21, 1976. The training workshops, which began on November 18, were formulated and determined exclusively by the people who belong to the Association and who will benefit from the grant.

2. Ethnic Heritage and Language Schools: Summary View.

The 22 schools which responded to the questionnaires represented a 1975-76 population of 3,941 students served by 310 teachers. The average school had 136 students and 12 teachers, for a student-teacher ratio of 11.3 to 1; its students were predominantly of elementary-school and middle-school age. Most students entered with at least a little knowledge of the school's language, and most had foreign-born parents; the school's language was generally spoken at home. Classes met on the average for 2.6 hours weekly, in rooms

owned by a community church. The average school operated on an annual budget of $7,500, or $53 per student.

a. Student Population:

1) Enrollment Patterns

Age level	Total enrollment	Average enrollment	Schools counted	Range: low, high
Preschool	171	19	9	0, 42
K - 1	480	28	17	0, 112
2 - 3	597	31	19	0, 108
4 - 6	979	49	20	0, 178
7 - 9	534	28	19	0, 105
10-12	101	9	11	0, 38
Post-HS	100	14	7	0, 39
OVERALL	2721	136	20	9, 293

The questionnaire responses supported only in part the grant's assumption that the main concern of EHALS schools was elementary-school children; the EHALS enrollment was no simple reflection of elementary-school enrollment patterns. Over 50% of the total enrollment is at grade levels 4-9 (ages 10-15), and thus overlaps (in most school districts) the elementary and middle school levels.

The average EHALS school was therefore dealing principally with children who had already become American-acculturated in a public or parochial school, and also were already following the standard Ohio learning curriculum.

2) Language Proficiency. The following table shows the percentage of students at each age level who demonstrate a particular level of proficiency. The figure in parentheses gives the number of schools responding in each area.

Age-level:	Pre-school	K-1	2-3	4-6	7-9	10-12	Post-HS
No skills	9%(2)	12%(6)	13%(8)	7%(6)	2%(4)	9%(2)	10%(3)
Some conversation	40%(6)	29%(11)	25%(10)	27%(11)	15%(10)	10%(2)	39%(5)
Good conversation	50%(7)	40%(12)	24%(11)	16%(10)	17%(10)	3%(1)	9%(3)
Conversation, some reading	1%(1)	16%(5)	20%(13)	21%(14)	23%(11)	25%(6)	16%(4)
All skills	0%(0)	3%(1)	18%(9)	29%(11)	43%(13)	53%(8)	26%(4)

The responses in this area showed, as might be expected, not only that language-proficiency increased generally with age level, but that the post-HS students represented a sharply different population: children who start early tend to stick with the school and develop proficiency progressively, but the post-HS student is often someone who hasn't been through the lower levels.

These responses also make very clear the principal difference between the EHALS schools and the public or private day schools: at all levels there is apparent a high degree of disparity in linguistic proficiency among the students, a fact which makes language-teaching

particularly difficult.

3) Language Background

Description	% of students (average)	Schools counted
Always spoken at home	40	19
Usually " " "	22	19
Sometimes " " "	16	19
Rarely " " "	15	19
Only relatives speak	4	19
No contact with language	3	19

What these figures suggest is that, for EHALS schools as a whole, a teacher of language cannot count on learning-reinforcement at home for more than two out of every five students. Again, as with the language proficiency demonstrated by the students, the EHALS schools must work with a significantly less homogeneous student population at any given age-level than the public or private schools.

4) Cultural Background. The average percentages given here add up to more than 100% because the categories are not mutually exclusive.

Description	% of Student (average)	Schools counted
Student born in "home country"	15	19
Both parents born in "home country"	62	19
One parent	11	19
One or both grandparents	50	19
One or more relatives	35	19
No connection	4	19

b. Curriculum

1) Structure of Classes

	Average per school	Low and high Extremes	Schools counted
Class hours per week	15	3, 44	11
Number of classes	6	2, 12	11
Average No. of minutes per class	156	60, 240	19
Class minutes per enrolled student	11	3, 40	11

2) Curricular Objectives. Directors were asked to write a prose statement. The following summary represents a weighted analysis of these statements. The figure following each specific objective represents the number of students in schools reporting that objective; the one after it in parentheses is the number of schools reporting that objective.

a) Language-skills Objectives

Conversational mastery: 1,111 (9 schools)

Improve conversation: 481 (5)

Reading mastery: 785 (6)

Improve reading: 721 (8)

Improve writing: 630 (6)

Teach language skills: 540 (3)

Basic grammar: 528 (3)

Basic vocabulary: 483 (2)

Spelling: 371 (1)

Improve comprehension: 245 (2)

Translation mastery: 133 (2)

Teach language skills: 540 (3)

Syntax: 71 (1)

Build on home-country skill: 43 (1)

Introduce to CSU course: 43 (1)

b) Cultural Objectives

Learn cultural background: 1,869 (15)

History: 964 (7)

Geography: 806 (5)

Literature: 605 (4)

Poetry: 442 (2)

Music: 393 (4)

Songs: 371 (1)

Art: 322 (3)

Dancing: 270 (3)

Religion: 252 (2)

Customs: 235 (2)

Folklore: 210 (2)

Crafts: 123 (1)

c) Other Objectives

Build ethnic identity: 631 (4)

Religious activity: 570 (3)

Become better citizens: 369 (3)

Motivate to continue study: 291 (1)

Preserve tradtions: 282 (1)

Appreciate bicultural environment: 143 (1)

Political activity: 112 (1)

Set up library: 39 (1)

Public information: 39 (1)

3) Learning Materials Used. In no way do the schools differ more from each other than in this, and no attempt at an overview would be useful. For example, the Latvian school uses materials prepared by the national Board of Education of the American Latvian Association, while the Japanese school uses mainly instructor-prepared materials.

4) Testing and Grading. Here too the practice varies widely. Six schools enrolling 13% of the student population use neither tests nor grades, which will cause a problem in any attempt to

or administrators. 81 out of a possible 300 responded, approximately 26%; teachers in 17 schools responded. The following profile is based on the questionnaires received and analyzed.

1) Biographical Data

a) Sex and Place of Birth. All but seven responding teachers were women. Fifty-seven teachers (73%) were born in the main country where their school's language was spoken; nine (12%) were born in the United States, and twelve (15%) were born in other countries.

b) U. S. Residence. The average teacher has lived in the U. S. for about 19 years (range: 5 years to 29 years), but there are interesting differences among the main ethnic reporting:

German:	average	16.5 years	(range: 5,24)	13 teachers
Greek:	average	13.2 years	(range: 5,24)	9 teachers
Latvian:	average	24.6 years	(range: 15,28)	13 teachers
Ukrainian:	average	23.5 years	(range: 20,28)	12 teachers

c) Cleveland Residence. The average teacher born abroad had lived in Cleveland for nearly 16 years, and so had spent over three years elsewhere in the U. S.; the range is from 3 to 27 years. Some group differences:

German:	average	15.2 years	(range: 5,23)	10 teachers
Greek:	average	10.9 years	(range: 4,20)	9 teachers
Latvian:	average	16.5 years	(range: 3,25)	13 teachers
Ukrainian:	average	18.3 years	(range: 13,27)	10 teachers

enable their students to get credit in public or parochial schools for EHALS-school work. Only seven schools with 36% of the students use a regular A-B-C-D-F grading system, and a bare majority (nine schools with 51% of the students) seem to use a pattern of regular evaluation parallel to what one would find in public or parochial schools.

c. Financial Profile

1) Program Costs

	Average per school	Low and high extremes	Schools counted
Total budget	$7,500	$400, $25,000	17
Cost/Student	$ 53	$12, $103	17

2) Sources of Income. Sixteen schools report that student fees are charged; for these schools the tuition fees support from 10% to 83% of the total operating cost, on the average 42%. Thirteen schools report donation support ranging from 1% to 100% of the total operating cost, on the average 40%. Ten schools report institutional support ranging from 10% to 100% of the operating budget, on the average 58%. Four schools report fund-raising efforts which support from 20% to 42% of the operating budget, on the average 29%. Other sources of income reported, in each case, by only one school are: membership fees, national consulate, director's donation and savings.

d. The Teachers in the Schools. A questionnaire was also directed to the teachers in EHALS schools, the schools' directors

Thus, the typical German-school teacher came directly to Cleveland around the year 1960, while the typical Latvian-school teacher came to the U. S. around 1951, but did not come to Cleveland until around 1960.

2) Education and Teaching

a) Education. 58% of the teachers responding studied most recently in the U. S., 40% in another country. A breakdown of degrees or other training reported follows:

Studies abroad:	Teacher's college	19 teachers
	University	8
	Ph. D.	1
	Other	11
Studies in the U.S.:	B.A. in languages	10 teachers
	M.A. in languages	3
	Other Bachelor's degree	17
	Other Master's degree	9
	Ph. D.	3
	Other	16

It is interesting that almost the same percentage hold an American bachelor's degree (28%) and a foreign teachers' college certificate (29%). The range of U. S. degrees held is astonishingly wide: Biology (2), Business (3), Chemistry (2), Drama (2), Education (6), English (3), French (3), German (6), Music (2), Nutrition (2), to list only a few.

b) Experience. Only 36 teachers (45%) report

having taught elsewhere before their present school, 25 in the U.S. and 11 abroad. The average length of prior experience is 7.5 years (range: 1 to 33 years), but it should be added that in many cases the prior experience is also part-time. The average teacher has taught six years at her present school (range: .5 to 24 years).

c) Teaching. The average teacher spends 3.7 hours weekly in the classroom (range: 30 minutes to 15 hours); since the average class length (see section D2b above) is 2.6 hours, this means that many teachers teach more than one class. The range of class sizes reported is as follows:

1 - 3 students:	1 class
4 - 6 :	9 classes
7 - 9 :	13
10-12 :	27
13-15 :	24
16-18 :	20
19-21 :	22
22-24 :	9
25-plus :	12

e. Problem-areas Perceived. Both EHALS directors and teachers were asked to identify problem-areas they perceived: this section combines the results of both questionnaires.

The most serious problem-area noted was materials and equipment: little audio-visual equipment is available, and most schools

have to make do with texts not written for their special situation. The need for teacher training was perceived as a problem nearly as serious: few of the teachers in EHALS schools are doing a job they have been directly trained for. Among student problems, motivating students was most often mentioned----not a surprising datum; but motivation of parents was also mentioned frequently as a problem of schools in their communities. Finally, curricular structure, recruiting teachers, and space were also mentioned as problem areas.

This perception of problems justifies the directions taken in the original grant proposal: teacher training and materials development. The materials problems most often perceived, however, cannot easily be mitigated: some schools have AV equipment but no useful materials, others want to use AV materials but haven't the equipment; and in any case, the range of materials and equipment available and desired is so broad that any consensus would be impossible. It is interesting that a third direction taken in the original proposal, concern with curricular structure, turns up here as a relatively low priority.

E. Bibliography

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S E C T I O N I I:

DIRECTORY OF
ETHNIC HERITAGE AND LANGUAGE SCHOOLS
IN GREATER CLEVELAND

A. ARABIC

1. Arabic Studies Institute of Cleveland
   2587 West Fourteenth Street
   Cleveland, Ohio
   No telephone: call Director (evenings only)

   Director: Dr. Emile N. Habiby
   28740 Forest Road
   Willowick, Ohio 44094
   Tel: 944-7819 (home)
   943-4200, ext. 505

   Teachers: Juliet Deir
   Lillian Deir
   Emile Habiby
   Najib Habiby
   Reema Habiby (substitute)
   Norma Meena
   George Shakkour

   History. The Institute was incorporated in April, 1974, and an adult program in spoken and in modern standard Arabic was begun in June of the same year. Lack of suitable curriculum materials and trained teachers delayed starting a class for children until September 1975. The children's class was started with an equal mix of monolingual and bilingual students. Another beginners' class was added in 1976. The quality of teaching and of the curriculum improved through 1976 - 1977 as a result of the teachers' participation in the EHALS training and exchange project. By the end of the school year a steady enrollment was reached, with students reflecting the motivating influence of program and teaching developments.

   Current Program. The Arabic school will continue to provide learning opportunities in the Arabic language to bilingual children and to some adults. A shift to monolingual children is expected. New well-conceived curriculum materials, utilizing audio-visual media will be introduced in September 1977. Thanks to the financial support of the community, the school will be able to purchase and use modern teaching aids and develop its own model programs.

Beginning monolingual children at age six and older will be trained in speaking a vernacular Arabic, covering simple home and school situations. They will learn to associate sounds with Arabic letter-pictures. New consonants that tax their speech organs will be introduced with tutorial and card reader help to those who have difficulties. Word power will be developed by association with pictures, while conversation will follow patterns learned illustrations and from sound and slide programs. The use of songs, puppets and action games motivate the students to learn and wish to return for more.

Second and third year students will continue in the same learning pattern, but will add reading and writing of modern standard Arabic to their skills. They will also learn to relate the spoken to the written language. Departing students will have learned enough Arabic to be able to enhance their skills by associating with other Arabic speakers. Specialized history and culture courses should eventually find their place in the program. An additional four grades will be introduced in later years.

Annual tuition fees. In 1977-1978, $36 per child; $60 for two children in one family; $18 for each additional child in one family.

Class times. Saturdays, 10:00 a.m. - 12:00 noon.

To arrange a visit. Call Dr. Habiby in the evening, one week in advance.

B. ARMENIAN

2. Cleveland A.G.B.U. Armenian School
St. Gregory of Narek Parish
666 Richmond Road
Richmond Heights, Ohio
Tel: 381-9824

Director: Dr. John A. C. Greppin
3355 Tullamore Road
Cleveland Heights, Ohio 44118

Teachers: Anahid Aghajanian (1975-76)
Mary Arslanian (1975-76)
Lucine Mirakian (1976-77)
Sue Mirakian (1975-77)
Margaret Semarjian (1975-76, Director)
Virgil Strohmeyer (1976-77)

Current Program. The overall goal of the school is to provide a strongly structured academic experience within a loving Armenian environment. For children ages six through twelve, the principal emphasis will be on training in the modern Armenian language, Western Dialect. The subject matter will be taught by two experienced teachers, Mrs. Sue Mirakian and Mrs. Lucine Mirakian, from texts approved and published by the AGBU. Subject matter will be team taught and largely, though not wholly, individualized. Interspersed at regular intervals will be instruction and discussion of basic aspects of Armenian folk lore and history suitable to the age level.

For high-school-age students, the emphasis will be twofold. The first period will be spent studying Armenian History under Mr. Virgil Strohmeyer. Emphasis will be equally put on the pre-Classical, Classical, Medieval and Modern periods. Tentative texts to be used will be Kurkjian's History of Armenia, Arlen's Passage to Ararat and Surmelian's English translation of the Daredevils of Sassoun. The second period will be spent informally in a workshop on traditional Armenian crafts. This loosely structured but decidedly goal-oriented workshop is planned to reinforce the students' awareness of their Armenian heritage in various tangible ways.

Plans for adult education are still being formed. Language

training is expected to begin after the first of the year. For the Fall, the school hopes to be able to offer a study group on Armenian authors taught by visiting professors from area Universities.

Tuition fees: $30 per semester; $15 per semester for each additional child in the same family

Class times: Saturdays, 9:30 a.m. - 12:00 noon.

C. BENGALI

3. Bengali Children's School

Director: Ms. Barbara Chatterjee
2180 Oakdale Road
Cleveland Heights, Ohio 44118

No current information about this school is available.

D. CHINESE

4. Chinese Academy of Cleveland
Noble Road Presbyterian Church
2780 Noble Road
Cleveland Heights, Ohio 44121
Tel: 382-0660

Director: Dr. H. C. Wang
326 Royal Oak Blvd.
Richmond Heights, Ohio 44143
Tel: 692-2453 (home)
851-7000, ext. 319

Teachers: Mrs. S. H. Chang
Mrs. Paul Hou
Mrs. S. L. Lin
Miss S. Y. Lin
Mrs. Nora Liu
Mrs. Polly Lo
Mrs. Marie Shieh
Mrs. M. M. Tang
Mrs. Joyce Yeh

History. The Chinese School started as a small group of a few families in 1969. They came together on Saturday to teach their own children the Chinese Language. A formal school was established in

1971. Through the efforts of the previous director and teachers, the Chinese School has expanded to its present scale: in 1976-1977 it had nine teachers and enrolled 40 students, the same number as the year before.

Current Program. The main purposes of the school are to teach the children how to speak, read and write the Chinese language; to teach them the Chinese cultural background; and to give them an idea of their identity in society. Language classes are divided into six grades according to age and ability. Cultural classes are taught at three different levels.

Annual tuition fees. $70 per child; $120 for two children in one family, $150 for three or more children in the same family.

Class times. Saturdays, 10:00 a.m. - 12:00 noon.

To arrange a visit. Call Dr. Wang (692-2453) in the evening one week in advance.

E. CROATIAN

5. Cardinal Stepinac Croatian Language School
St. Paul's Croatian Church and School
East Fortieth and St. Clair
Cleveland, Ohio 44103
Tel: 431-1895 (rectory: Rev. Steven Mrakusic)

Director: Mark G. Spiranovich
29001 Weber Avenue
Wickliffe, Ohio 44092
Tel: 944-0323 (home)
486-8300, ext. 489

Teachers: Anka Antolovic (substitute)
Ratko Jeras
Vjekoslav Jukic (substitute)
Ankica Jurcevic
Zdravka Logarusic
Vlado Rimac (substitute)
Mercedes Skegro
Mark G. Spiranovic (substitute)
Mira Zlataric (1975-1977)

History and current program. The teaching of the Croatian language at St. Paul's Croatian School was begun in 1967 by Mrs. Sarcevich, but no committee or directorship was formed. The result was that the existence of the school depended solely upon the teacher who ran the school; if for some reason the teacher moved, that meant the end of the Croatian Language School. Moreover, the number of pupils that could be accepted was limited.

In 1976, however, the Cardinal Stepinac Croatian Language School was organized under an elected director and committee members who are responsible for recruiting teachers as well as for handling all organizational functions that are needed in the school. The school co-operates closely with the Croatian branch school at St. Vitus Parish (see no. 6 below), functioning together in such activities as school plays, exchanging teachers when necessary, and using the same curriculum.

The school's unusually high enrollment (92) for a first-year school reflects the long-felt need that the Croatian language be taught in the Croatian community of the Cleveland metropolitan area.

Annual tuition fees: $25 per child.

Class times: Saturdays, 10:00 a.m. - 12:00 noon

6. Cardinal Stepinac Croatian Language School
St. Vitus Church Elementary School
6200 Glass Avenue
Cleveland, Ohio 44103
Tel: 881-1689

Directors: Father Joseph Simcic
St. Vitus Church
6014 Glass Avenue
Cleveland, Ohio 44103
Tel: 361-1444

Karl Bruketa
6626 Bliss Avenue
Cleveland, Ohio 44103
Tel: 361-5511 (home)
241-7373

Teachers: Sonja Curac
Mira Jaras
Ljerka Orsanic
Bisenka Purgar
Stefica Stimac (1975-1976)

History. After an earlier attempt to extablish a school (see no. 5 above), this school began in the Fall of 1975 with 150 students divided into six classes; 126 stayed to the end of the school year and received a diploma. In the Fall of 1976, the opening of a branch school at St. Paul's attracted many students who did not live in the St. Vitus area, and the number of St. Vitus students fell to 76 divided into four classes, mostly by age. Teachers noted that the continuing students were more disciplined and attentive.

Current Program. The St. Vitus school works together with the Croatian School at St. Paul's. The teachers substitute for each other in case of illness. The two branches plan to have a public performance on Mothers' Day in the Slovenian Home Auditorium where the students from both schools will perform short skits, sing songs and dance national folk dances; after the program there will be a social dance. The purpose of this program is to show the Croatian community how much their children have learned in attending the school, and to raise funds for school expenses.

Annual tuition fees: $30 per child; $60 for two children in one family, $75 for three or more children in one family.

Class times: Saturdays, 9:00 a.m. - 11:00 a.m.

To arrange a visit: Call Mr. Bruketa a week in advance.

F. CZECH

7. Sokol Greater Cleveland Library and Archive

Director: Mary Kotlan
7017 Brookside Road
Independence, Ohio 44131

The Sokol Greater Cleveland, a Czech grymnastic and educational organization, works actively with children and adults of Czech descent. Though it does not teach the Czech language, it has a folk dance group and incorporates Czech songs, dances and history into its gymnastics classes.

G. GERMAN

8. German Language School

West side branch:
Harding Junior High School
16600 Hilliard Road
Lakewood, Ohio 44107

East side branch:
Andrews School
38588 Mentor Avenue
Willoughby, Ohio 44094

Directors: Caroline Lindenmaier
3539 West 120th Street
Cleveland, Ohio 44111
Tel: 671-3242

Gerda Juhasz
6041 Dorothy Drive
North Olmsted, Ohio 44070
Tel: 779-8762

Teachers:

Renate Caliguire	Dorothea Rauser
Elisabeth Feitl	Herta Reiser
Rita Gabrovsek	Eva Richter
Maria Hoffmann	Renate Rock
Ute Lindenmaier	Elke Ruhe
Ingrid Link	Helga Schlothauer
Elisabeth Miehle	Christel Swart
Maria Paul	Elvira Weissgerber
Brigitte Porschke	Heidemarie Zimmer

Teachers' Aids: Cornelia Damian, Annette Glaser, Ursula Hayes, Anita Reiser, Regina Rock, Evelyn Theiss, Maria Thellmann

History and current program. The German Language School was founded in 1960 and is sponsored by the Society of the Danube Swabians of Cleveland. A branch was started on the east side in 1973. Approximately 330 students between the ages of 5 and 14 years are instructed by 20 teachers and 6 assistants; primarily, children from German backgrounds are enrolled. Those with enough German-speaking ability are placed in "regular classes" in both schools. Children without any knowledge of German prior to their enrollment are instructed in "special beginners' classes" held at the main school on the west side only. The school's primary goals are to familiarize the students with the German language; to teach them how to read and write; to familiarize them with grammatical structures of German; and to teach them about Germany and its rich cultural heritage.

Annual tuition fees: Kindergarten, five and six year olds - $30 per child, $50 for two, $60 for three or more children.

Grades 1-6, seven through fourteen years old - $50 per child, $90 for two, $110 for three or more children in the same family.

Class times. West side: 6:30 - 9:00 p.m. on Wednesdays. East side: 6:30 - 9:00 p.m. on Fridays.

To arrange a visit: Call Mrs. Juhasz at least a week in advance.

H. GREEK

9. Annunciation Church Greek School
2187 West 14th Street
Cleveland, Ohio 44113
Tel: 861-0116

Director: Reverend John Protopapas
4510 Holiday Circle
Cleveland, Ohio 44109
Tel: 661-1180

Committee on Education:
Dr. Themistocles Rodis (Chairman)
Baldwin-Wallace College
Mr. Gary Boukis
Annunciation Board of Trustees
Miss Pauline Diamond
Cleveland Public School System
Mrs. Gary (Maria) Boukis
President, PTA Annunciation School
Mr. M. P. Vasilakes
CSU Ethnic Heritage Studies
Board of Trustees
Dr. Nicholas Moutafakis
Cleveland State University

Teachers: Mrs. Vaso Boukis (1975-76)
Mrs. Alexander (Irene) Kostakis
Miss Kiki Nittis
Mrs. Steve (Georgia) Pappas
Mrs. Harry (Antonia) Vourlis

History: The first known Greek school in Cleveland was established by the Greek-American Progressive Association (GAPA) circa 1925 in a hall (which was also the meeting place of the association) at the corner of Fairfield Avenue and West 11th Street. By 1929 there were two other Greek schools, one at East 79th Street and Woodland Avenue and the other at East 65th and Lexington Avenue. In 1933, due to the increased demand for learning Greek, the GAPA transferred the Greek schools to the Annunciation Greek Orthodox Church at West 14th Street and Fairfield Avenue where it has remained in continuous and unbroken session since 1933, as the only Greek School in Cleveland proper. The Annunciation Church Greek School was recently accredited by the government of Greece in recognition of the school's outstanding educational programs and for the fact that all its teachers meet the

standards of the Greek Department of Education.

As other Greek Orthodox Churches were built, three other Greek schools were established in the Greater Cleveland area between 1956 and 1965: Sts. Constantine and Helen in Cleveland Heights (see no. 11 below); St. Demetrios in Rocky River (see no. 10 below); and St. Paul in North Royalton (see no. 12 below), in that order.

The purpose of the Greek schools in the 1920s and 1930s was primarily to reinforce and maintain the language and heritage of the children of the first immigrants who came to Cleveland, and who spoke Greek as their primary language at home. Teaching and learning was completely in Greek. By the 1940s and more so in the 1950s, immigration dropped off, but there was a dramatic increase in the number of children, as well as grandchildren, of the second and third generation Greeks. Thus, the language evolved from being taught as the "primary" language to being taught, by the end of the 1950s, as a "second" language.

Current program: The Annunciation Greek School has been dedicated from its inception to improving the language skills of all of its students. The composition of its classes has varied. There always have been students who recently emigrated from Greece and have had a certain language proficiency. But increasingly the larger number has either a minimal knowledge or no knowledge at all of Greek. In order to accomplish its objectives, the Annunciation School has placed an emphasis on the learning of the Greek language itself, while making students aware of Greek ideals and Greek civilization, culture, and history from the most ancient times to the present. Courses are taught in Reading, Writing, Spelling, Grammar, Geography, History,

Culture, Religion, Mythology, and the Ideals and Mores of the Greek people throughout their history.

The school curriculum embraces an eight-year program. The first year is a preparatory period for learning the language; then up to the third grades concentrate on speaking, reading, writing and spelling; the fourth and fifth grades add grammar and ancient mythology to the above; and the sixth and seventh grades continue with all the above plus history, geography, civilization, culture and religion. All classes are taught in the Greek language, with allowances made for beginning students whose knowledge of Greek may at first be minimal or in some cases non-existent. By the third year most of the students and teachers are communicating in Greek. Classes are conducted in Greek and conversations are completely in Greek.

The accreditation of the Annunciation Church Greek School by the Greek government (the only school to be so honored in the Cleveland area) means that any student transferring from it may enroll without penalty in any public school in Greece at the same level that he may have achieved locally. The Annunciation Greek School does not accept direct transfers from other Greek Schools in this country and reserves the right to test all students, even those from Greece, who may apply for admission, before placing them at their proper level.

Annual tuition fees: $70 per child; $110 for two or more children in the same family.

Class times: Monday - Thursday, 5:30 - 7:30 p.m. Some classes meet Mondays and Wednesdays, the others meet Tuesdays and Thursdays.

To arrange a visit: call the Director at least one week in

advance.

10. The Dr. Michael A. Balourdas Hellenic Cultural School
Saint Demetrios Greek Orthodox Community
22909 Center Ridge Road
Rocky River, Ohio 44116
Tel: 331-2246

Directors: The Rev. Peter Metallinos, Superintendent
22909 Center Ridge Road
Rocky River, Ohio 44116
Tel: 331-2246

Mrs. Mary Balourdas, Principal-Coordinator
3656 Chrisfield Drive
Rocky River, Ohio 44116
Tel: 333-0490

Education Committee:

The Rev. Peter Metallinos, Superintendent
Mrs. Mary Balourdas, Principal-Coordinator
Mrs. Nicholas Latkovic, Chairman
Dr. Phillip Vlastaris, Vice-Chairman
Mrs. Phillip Vlastaris, Secretary and Liason to Library Committee
Mrs. Spiros Kyrkos, Liaison to Parent Teacher Organization
Mr. James Pappadakes, Liaison to Parish Council

Teaching Staff: 1977-1978

Lower School:	Mrs. Nicholas Packis	Beginners
	Mrs. Nicholas Phillips	First Grade
	Mrs. Alex. Pantazidis	Second Grade
Middle School:	Mrs. Kleanthis Klidas	Third Grade
	Mrs. George Papadorotheou	Fourth Grade
	Mrs. Dean Dimon	Fifth Grade
Upper School:	Mrs. Andrew Varouh	Sixth Grade
	Mrs Chris Tsipouras	Seventh Grade

Additional Staff:

Mrs. Gus Diamantis	Mrs. Elias Tiliakos
Mrs. Nickie Gastis	Mrs. Alexander Tripoulas
Mrs. Spiros Kyrkos	Mrs. John Vedouras
Mrs. James Selos	Mrs. Phillip Vlastaris
Mrs. Thomas Skliros	Miss Voula Xanthopoulos

History. The Dr. Michael A. Balourdas Hellenic Cultural School, located in the Saint Demetrios Greek Orthodox Cultural Center in Rocky River, was organized with its present program in 1968. Prior to that year the Greek school consisted of about fifty students and several teachers. Since its reorganization the enrollment has steadily climbed to over one hundred eighty students, the teaching staff was increased, and the curriculum has been enriched. The school is the result of the expansion of Greek-American families into the suburbs of Cleveland. It serves the west shore area and is an outgrowth of the unbroken tradition of Greek language and cultural education which began some sixty years ago in Cleveland and has today produced four afternoon schools in the greater Cleveland suburbs. Cooperation between the schools is very good.

The school is under the jurisdiction of the Department of Education of the Greek Orthodox Archdiocese of North and South America which is located in New York City, which sends to Greek parochial and afternoon schools in over 500 parishes, materials including sample school programs, instructional guidelines for curricula, lists of basic textbooks, supplementary readers, visual aids, samples of proficiency tests and lists of qualified teachers. In addition, it organizes annual Summer trips to Greece for teachers, which include educational seminars, lectures, classroom studies, and excursions to the many historic and cultural sites in Greece; all expenses are paid by the Greek government. A summer camp is maintained in Greece by the Archdiocese, and many young Greek Americans participate in its cultural activities; regional summer camps are also operated in the United States. The Archdiocese also provides a teacher training program at Hellenic College in Brookline,

Massachusetts, whose graduates are qualified to teach in the afternoon and in the day schools of Greek Orthodox parishes.

In 1972 the Department of Education of the Greek Archdiocese of North and South America selected the Dr. Michael A. Balourdas Hellenic Cultural School as a pilot school since its structure, curriculum, teaching methods and policies met the requirements for a well functioning afternoon school. In the near future the school is also to receive approval from the Department of Education of Greece.

The Dr. Michael A. Balourdas School has prepared a Teacher's Manual, a Parents' Manual and a Board of Education Policy Handbook which have been requested by other afternoon schools in the United States. The teachers of the school are graduates of colleges and universities in the United States as well as from teachers' colleges in Greece. The school maintains a program of continuing teacher education through workshops, lectures and meetings. The EHALS programs and materials have become an essential part of the school's operation.

Many second and third generation Greek-Americans have contributed through their writings and good examples to the efforts of the school to teach another generation "the language that gave light to the world." Andrew T. Kopan, teacher, specialist in bilingual education, and author writes that "Growing up in the shadow of the Greek Orthodox Church and its schools----the Greek language school, the Sunday School, the several groups and several public service Greek speaking antional groups, rooted me in a distinct culture and provided me with a lifelong identity."

Current Program. The greatest challenge the school faces is the variety of backgrounds of its students: some of the students are bilingual, others know only English. The school cannot in most cases count on learning reinforcement at home, for the majority of families do not speak or use Greek at home. The Parent-Teacher Organization provides an effective means of communication between the school and the home. Report cards and parent teacher conferences at regular intervals analyze the progress of each student.

The school's overall purpose is to further: (1) the study of Greek language and culture; (2) the development of understanding and respect for our religious and cultural heritage; (3) understanding of the deep-rooted contributions of Greek civilization to our American cultural heritage; (4) development of a secure feeling of belonging to a positive, constructive group; and (5) the kindling of interest in the pursuit of further and advanced higher studies of Greek language and culture. These purposes are reflected by five specific goals: (1) comprehension and communication in the Greek language (reading, writing and speaking); (2) study of Greek history (ancient, Byzantine and modern); (3) study of mythology, geography and literature; (4) study of religion and philosophy; and (5) study of customs and traditions (holidays, dress, food, music, family life, arts and crafts, dances, etc.)

The St. Demetrios Plan encompasses aural and oral methods as well as standard use of textbooks and workbooks. Audio-visual aids include listening to records and tapes, viewing slides, films, filmstrips and transparencies. Discussions, reports----oral and written,

participation in holiday and traditional programs through dancing, singing, drama and recitations are further enrichment activities. The parish library has books in English and Greek on all phases of Greek culture, history, literature as well as on Orthodoxy. Reference materials may be borrowed or used in the library. A large supply of maps, posters and charts are also available.

Certificates are given to students each year upon completion of a grade level. Awards for perfect attendance and for outstanding work are also given. Upon graduation, students receive diplomas. This year graduates will also receive a letter of commendation which can be included in their high school file as part of their academic record. Credits can be obtained on the college level by taking proficiency tests in college; Professor Ernest Poulos administs the proficiency test at Cleveland State University. Students have earned up to twenty quarter credits. Many colleges and universities across the United States have established Departments of Modern Greek Studies; Ohio State University and Kent State University are among the institutions in Ohio that have such programs. These programs are a further incentive for the students to continue their Greek studies; they also heighten the awareness of the students to the continued relevance of the Greek language and culture in today's world.

Class times. The school is open on Mondays and Wednesdays for two hour sessions for students seven to fourteen years of age in beginners to seventh grade classes. Preparatory classes for pre-schoolers meet once a week. Adult evening classes meet one evening a week and

instruction is organized and adapted to individual needs and interests. A short introductory course for teenagers is offered which provides a basic knowledge of and exposure to Greek culture and traditions.

Annual tuition is charged, and it is required that parents be members in good standing in the parish. Non-members' tuition varies, depending on whether enrollment is in the regular, preparatory or adult sessions. Through fund raising activities the Parent Teacher Organization also contributes financially to the school.

To arrange a visit: call Mrs. M. Balourdas.

11. Kasimation Greek School
Saints Constantine and Helen
Greek Orthodox Church
3352 Mayfield Road
Cleveland Heights, Ohio 44118
Tel: 932-3300

Director: Mrs. John (Popie) Papouras
676 Radford Drive
Highland Heights, Ohio
Tel: 442-2080 (home)

Teachers: Mrs. Eugenia Georgelis
Mr. Pan Theophylactos

Current program. Enrolling in 1977-1978 a total of 83 children and 20 adults, this school's main concern is to instruct pupils in good knowledge of the Modern Greek language, including

competence in oral communication, good comprehension, and basic grammatical and syntactical skills. It also tries to impart an appreciation of Hellenic culture, including music, dancing, poetry and historical ideas.

Annual tuition: $30 per child; $25 for each additional child in the same family.

Class times: Monday and Wednesday, 5:00 - 7:00 p.m. (children's classes); Wednesday 7:00 - 9:00p.m. (adults).

To arrange a visit: Call Mrs. Papouras, 442-2080, a couple of weeks in advance.

12. St. Paul Greek Orthodox School
4548 Wallings Road
Cleveland, Ohio
Tel: 237-8998

Director: Ernie Fourmas
3011 Park Drive
Parma, Ohio 44134
Tel: 886-1820

Teachers: Mrs. Helen Anastas
Mr. Elia Elia
Mrs. Maro Elia
Mrs. Rita Fourmas
Mrs. Athena Kaloumenos

Current program. The St. Paul School tries to provide an ethnic learning environment in which each child can develop and become a better human being socially, physically, emotionally and psychologically, and thereby better adjust to his home and church environment. The school develops an understanding of the basic skills of speaking and writing in the Greek language, and familiarizes the children with the customs of singing and dancing in order that they may be better able to appreciate their cultural heritage and thus more fully enrich

their lives and the lives of those around them.

Class times: Classes meet on Mondays and Thursdays.

I. HEBREW

13. Agnon School
26500 Shaker Boulevard
Shaker Heights, Ohio 44122

Director: Ms. Illana Sebo
Tel: 464-4055 (school)

Teachers:

Carol Acks	Sally Parrino
Linda Cohen	Vicki Peters
Jan Coken	Adina Reshotko
Sharon Eichenbaum	Tova Rothschild
Hileet Eisenberg	Marilyn Rothstein
Ruth Emmer	Sima Rudy
Phyllis Hartstein	Zahava Schepps
Beth Lazerick	Malka Weil
Fran Merenstein	Batya Winkelman
Yael Ohel	Naomi Wolin

History: The Agnon School was founded in September, 1969, by a small group of committed parents seeking a positive Jewish educational experience for their children and a quality secular (general studies) program. The school opened with 19 students in one half-day Kindergarten and one full-day First grade class. The school has grown to an enrollment, in September of 1977, of 194 students in grades Pre-school through 8th.

Current program. The length of the school day is six hours, of which as much as two hours per day is devoted to Hebrew language, Bible, Hebrew Literature and Jewish Ethics and Values. Historical Judaic content is integrated, conceptually and in content, into the general studies Social Science program. Its 18 full-time and part-time staff include specialists in Art, Music, Physical Education; consultant diagnosticians in Speech & Hearing, Psychology, Learning Disabilities, Reading and Supervision.

The Agnon School, a Jewish Day School, is a state-accredited elementary school located in the same facility as the Cleveland College of Jewish Studies and the Akiva Hebrew High School. It has an informal, flexible approach. Although highly structured in terms of staff direction and planning, its goal, idealogically and pedagogically, is to promote independent, responsible learners. Judaically the school is committed to promoting a positive Jewish identification in a program in which students may obtain the cultural and moral and historical knowledge base for becoming leaders in the Jewish community. No one single style is used in either the secular or the Judaic program. The approach is tailored to the individual needs of a student or a group of students. The school is organized into Family Groupings with two or more grade levels in a department.

Agnon is not associated with any national Jewish religious group and accepts students from Reform, Conservative, Orthodox, and unaffiliated families. Any student applying for admissions above the second grade must be tutored in Hebrew for a minimum of 12 sessions unless he/she has an extensive background from a previous school experience. The school receives a subvention from The Jewish Community Federation amounting to approximately 1/3 of the annual budget. The balance of the budget is covered through tuition, fund-raising and contributions.

Annual tuition: Preschool: $700 (1/2 days); Kindergarten: $1100 (full day); 1st-6th: $1225; 7th-8th: $1425. Sibling discounts: 20% Preschool, 40% Kindergarten - 8th. $10 Student Insurance Fee; $25 - $40 Supply Fee (Preschool - Kindergarten-8th).

Class times: Monday through Friday 8:30 - 3:30 p.m.

To arrange a visit: Call Ms. Sebo at the school (464-4055) to set up an appointment.

14. Akiva High School
26500 Shaker Boulevard
Beachwood, Ohio 44122
Tel: 464-4370

Director: Mr. W. Zeev Bloom
2505 Deborah Drive
Beachwood, Ohio 44122
Tel: 831-3385

History. A comprehensive study of Jewish education in Cleveland in 1964 recommended that by concentrating its resources in a single consolidated Hebrew high school, the community could vastly improve the quality of secondary Jewish education and eventually upgrade the educational standards in Jewish elementary schools. This recommendation received the warm endorsement of community leaders representing many interested institutions, and, after years of intensive effort and communal cooperation, Akiva High School opened its doors in September 1967.

From the outset, the Cleveland Bureau of Jewish Education assumed sponsorship of Akiva High School and closely cooperated with the participating schools which include the following: Beth Am Synagogue, Brith Emeth Congregation, Cleveland Hebrew Schools, Fairmount Temple, Mayfield Hillcrest Synagogue, Park Synagogue, Temple Emanu El, and Temple on the Heights. Each of the participating schools has representatives on the Akiva Board of Directors, which is the governing body for the school. The Jewish Community Federation has provided a generous financial support for Akiva commensurate with its growing needs.

Current program. Akiva is the vital institution that serves

the unique needs of the pre-college age group. If there are to be knowledgeable Jews, it is at Akiva where most of them will get the education that will raise their understanding beyond that of a child - a level at which too many Jews now terminate their education. All too often, the Bar or Bat Mitzvah or Confirmation is viewed as the termination of Jewish education rather than the beginning of a deeper appreciation and firmer grasp of what continued Jewish learning has to offer to the development of the Jewish personality. Akiva provides the depth of Jewish knowledge which young people should have by the time they reach the college years. There is absolutely no reason why young Jews who are seemingly intelligent in all other ways should enter college with Jewish educations more befitting elementary school children.

Akiva offers a program of Jewish studies in Hebrew for students in the public school grades seven through twelve. During the first two years at Akiva most students are engaged in an intensive preparatory program designed to raise their linguistic ability to a level of competency in Hebrew. This competency provides the students, in their senior years, with a key to the appreciation of the classical Jewish heritage in its original language by encompassing Biblical, Mishnaic, Talmudic, as well as literary sources. In addition to an increased knowledge of the classical Hebrew language, the students are provided at the same time with a means of direct communication with Jews in Israel and other countries. Akiva students receive credits at several public school systems, enabling them to fulfill their graduation requirements in foreign language.

Akiva is continually searching for new ways to meet the educational needs of all students, a search which has led to placement in special classes which meet incoming pupils at their individual levels of aptitude and achievement, and to the selection of text materials with a careful eye to encouraging higher motivation for Hebrew studies. The present enrollment of 300 students at Akiva represents a small fraction of the available potential. Akiva is ready to reach out and embrace all those who wish to avail themselves of the opportunity which is offered to them. A meaningful secondary Jewish education is an imperative necessity.

15. Beth Am Congregational School
    3557 Washington Boulevard
    Cleveland, Ohio 44118

    Director: Mrs. Miriam Lorber
    4021 Meadowbrook
    University Heights, Ohio 44118

16. Beth Israel West Temple School
    14308 Triskett Road
    Cleveland, Ohio 44111

    Director: Rabbi Eric Hoffman
    12540 Edgewater Drive
    Lakewood, Ohio 44107
    Tel: 521-9561

17. Brith Emeth School
    27575 Shaker Boulevard
    Shaker Heights, Ohio 44124

    Director: Rabbi Norman Roman
    200 Chatham Way
    Mayfield Heights, Ohio 44124
    Tel: 461-3888

18. Bureau of Jewish Education
    2030 South Taylor Road
    Cleveland Heights, Ohio 44118
    Tel: 371-0446

Executive Director: Mr. Henry Margolis
3632 Severn Road
Cleveland Heights, Ohio 44118
Tel: 932-4883

Purpose. All told, there are some 7,000 children studying in schools affiliated with the Bureau of Jewish Education, of whom between 2,500 and 3,000 are currently studying the Hebrew language. In almost all congregational schools, a language program in weekday afternoon classes is optional; in the Hebrew Academy and the Agnon School, the study of Hebrew, the prayer book, Bible and other sacred texts is heavily emphasized. Nationally, the stress on the importance of language has varied quite a bit. Day schools generally are increasing in number and enrollment. Today, over 12% of pupils attending Jewish schools are in day schools. In the Reform movement, language used to be taught, but rarely; now Hebrew is taught widely in these schools. Fairmount Temple was a pioneer in this area. (The Orthodox orientation, as its name implies, adheres most closely to the traditions of normative Judaism; Reform Judaism is initially a European reaction against orthodoxy; the Conservative movement is an American reaction to Reform Judaism, and is ideologically mid-way between Reform and Orthodox.)

The Bureau of Jewish Education has three part-time consultants who do extensive one-on-one work with individual teachers. They run workshops for faculties of individual schools, and also city-wide. All told, there are 85 teachers in the various afternoon Hebrew schools who are certified and licensed by the B.J.E. The Bureau of Jewish Education provides in-service training for teachers, operates a media center serving the local community, and a transportation system for

the day schools and afternoon Hebrew schools. Videotaped classroom sessions are available at the Bureau.

19. Cleveland College of Jewish Studies
26500 Shaker Boulevard
Beachwood, Ohio 44122
Tel: 464-4050

President: Dr. Martin Goldstein
Tel: 442-4970 (home)

Teachers:
Dr. Jerry Clavner
Dr. Isaac Fine
Dr. Roseline Intrater
Rabbi Nathan Kollin
Mrs. Dolly Korin
Dr. Uri Korin
Dr. Israel Margalith
Mrs. Varda Ben Meir
Chaim Ohel
Isidor Reisman
Mrs. Judith Shamir
Dr. Samuel Spero
Dr. Schubert Spero
Mrs. Bea Stadtler
Rabbi Jacob Shtull
Mindelle Wajsman
Mrs. Malka Weil
Mrs. Hassia Yehuda
Dr. Zvi Yehuda

History and Current Program. The Cleveland College of Jewish Studies was founded in the early 1920's as the Jewish Teachers Institute, by several prominent local rabbis. It was founded to fill a need for qualified teaching personnel for Hebrew and Sunday Schools. In 1925, the Beth Midrash L'Morim was established by A. H. Friedland, a well known Hebrew educator and poet, and in 1947 the two schools merged into the Cleveland Institute of Jewish Studies under the aegis of the Bureau of Jewish Education.

In 1952, the Institute hired Dr. Jacob Kabakoff as Dean of this institution and it was reconstituted as an independent agency with its own Board of Governors, separating itself from the Bureau. This year the school moved, together with the Bureau, to a new home at 2030 S. Taylor Road. In 1965 the Institute became the Cleveland College of Jewish Studies.

In 1968 Dr. Martin Goldstein assumed the presidency of the College, and in 1975 the College moved into its own building at 26500 Shaker Boulevard. In 1971 the College was authorized by the Board of Regents of the State of Ohio to confer the following degrees: Hebrew Teachers Diploma; Sunday School Teachers Diploma; Bachelor of Hebrew Literature; Master of Hebrew Literature and Bachelor of Judaic Studies. In 1975, the North Central Association of Colleges and Schools awarded the College candidate accreditation.

The College offers a program of Hebrew and Judaic studies in the areas of Bible, Hebrew Language and Literature, Yiddish Language and Literature, Jewish History, Rabbinic Studies, Jewish Philosophy and Education.

Tuition: $20 per semester credit hour

Class times: Call the school for a current schedule.

To arrange a visit: Call the registrar, Mrs. Bea Stadtler, at least a week in advance.

20. Cleveland Hebrew Schools
25400 Fairmount Boulevard
Beachwood, Ohio 44122

Director: Mr. Joseph Barrat
2778 Richmond Road
Beachwood, Ohio 44122
Tel: 292-4762 (home)

21. Fairmount Temple Religious School
23737 Fairmount Boulevard
Beachwood, Ohio 44122

Director: Mr. Alan D. Bennett
Tel: 464-8239 (home)
464-1330

Teachers: Batya Efros (1976-77)
Tziporah Fromer, Supervisor
Florence Goodman
Sheila Hecht
Geula Lando
Gedalia Lezerovitz (1976-77)
Dina Milman
Sima Rudy
Eti Slomovitz
Maya Yinan
Fanny Zeewy
Evelyn Zimet

Current Program. The mid-week Hebrew language program begins at the third grade level, and the program continues for four years, after which time pupils transfer to the communal Hebrew school known as Akiva Hebrew High School. Instruction there continues until graduation following grade 12. A candidate for Bar or Bat Mitzvah is required to complete four years of Hebrew instruction prior to becoming a Bar or Bat Mitzvah, and to continue Hebrew language instruction beyond that time. However, the purpose of the Hebrew language program is to train pupils in the use of Hebrew for reading, writing and comprehension, not to train a pupil specifically for the celebration that marks being called to the Torah as a Bar or Bat Mitzvah.

All pupils entering the Hebrew department are tested as to aptitude in foreign language learning. The test results help to place a pupil in one of two tracks:

1. Linguistics track. This is for pupils who appear best able to learn a foreign language through audio-lingual methods of instruction. B'yad Halashon texts and records are the basic materials used by pupils in this track, supplemented by special reading-drill materials. Experience shows that most pupils in this track can complete two volumes of B'yad Halashon

over the four-year period.

2. Phonetic-translation track. This is for pupils who appear best able to learn a foreign language through visual and analytic methods of instruction. A variety of texts is used here, including Sha-ar Hakriah and Shalom Yisrael with workbook.

Both tracks are designed to give pupils facility in reading with comprehension, copy and dictation writing, and simple conversation. Each track moves at its own pace, and each class unit in whichever track progresses according to the proficiency of the class as a whole. From time to time, a pupil may be moved from one class to another as individual needs dictate. The teachers and the Hebrew Department Supervisor carry out a continuous program of pupil evaluation for this purpose.

Tuition. Tuition is covered by congregational membership.

Class times. Monday through Thursday, 4:15 - 5:45 p.m. (Hebrew Language classes); 9:15 - 11:45 Saturday and Sunday (religious classes).

To arrange a visit. Call Mr. Bennett a day or two in advance.

22. Hebrew Academy of Cleveland
1860 South Taylor Road
Cleveland Heights, Ohio 44118
Tel: 321-5838

Director: Rabbi N. W. Dessler
2634 Bishop Road
Wickliffe, Ohio 44092
Tel: 944-2988 (home)

Principal, General Studies: Dr. Joseph Rischall
3601 Shannon Road
Cleveland Heights, Ohio 44118
Tel: 321-6443 (home)

Current program. The Hebrew Academy is a communal school serving the entire Jewish community of greater Cleveland and its eastern suburbs. Over 750 children are now in attendance. The Academy, in operation since 1943, offers a complete religious and secular program from pre-kindergarten through high school. The students attend classes six days a week, 44 weeks a year in the Hebrew Department and 40 weeks a year in the General Studies Department. The school, although traditional in orientation and educational goals, employs the most modern technological hardware and software including the most recent text material, audio-visual aids, and a computer for classroom use. Complementing the regular staff of classroom teachers are two librarians, a speech therapist, remedial reading teacher and school psychologist.

The Hebrew program of studies is taught by a staff of certified Hebrew teachers with many years of experience. The program is orthodox in orientation and children are introduced to a vast number of subject areas. These include: Hebrew reading, Hebrew literature, Hebrew language including grammar, spelling and composition, Jewish History, Bible and commentary in the original Hebrew Prophets in the original Hebrew, Talmud (in boys classes), Jewish law, Customs and Traditions. The curriculum is designed to present all subject matter in a graded and sequential manner. Many of the teaching aids, materials and workbooks have been developed by Academy staff members and are used nationally by other day schools. The Hebrew curriculum of the school has been adopted nationally as the "Model Curriculum" for the Day School movement.

The General Studies curriculum (secular program) is similar in content to the program of studies offered in neighboring public schools. All teachers are certified by the Department of Education, State of Ohio, and need not be Jewish to be employed in the department. At the elementary level major emphasis is on skill development in the basic 3 R's. Children are taught to read phonetically with emphasis on word attack skills, stressing independency of reading at the completion of grade one. The Language Arts, Social Studies, Math and Science programs are dealt with at each grade level stressing learning skills in the cognitive domain. Generally the competency attained by children at a given grade level in the General Studies Department significantly surpasses that of the general population at that grade level.

The Academy High School is chartered by the State Department of Education as a college preparatory school. Many Academy High School students are recipients of State and National awards, and over 95 percent of the graduates attend schools of higher education including rabbinical schools, teacher seminaries, and the finest universities, locally, nationally, and abroad. At least half of the graduates each year have gone to Israel for an additional year or two of religious studies.

23. Mayfield-Hillcrest School
1732 Lander Road
Cleveland, Ohio 44124

Director: Mrs. Rivka Kahara
(No other information available)

24. Ner Tamid School
East 250th and Lakeshore Boulevard
Cleveland, Ohio 44132

Director: Rabbi Stephen Goldrich
23871 Harms Road
Euclid, Ohio 44143
Tel: 531-8861 (home)

25. Park Synagogue Religious School
3300 Mayfield Road
Cleveland, Ohio 44118
Tel: 371-2244

Director: Michael Korman
3327 Euclid Heights Boulevard
Cleveland Heights, Ohio 44118
Tel: 321-6573

Teachers:

Mrs. Doris Bailin
Mrs. Norma Barach
Allan Bellin
Ms. Gertrude Brodsky
Mrs. Lotti Cohn
Steven Ehrlich
Mrs. Sharon Eichenbaum
Mrs. Judie Forman
Alan Franklin
Mrs. Alice Fredman
Mrs. Anita Glantz
Mrs. Alice Goldin
Mrs. Jean Grod
Mrs. Shoshana Itzhaki
Mrs. Sandra Jaffe
Sanford Juntoff
Mrs. Lois Klapholz
Mrs. Maxine Koblenz
Ms. Esther Kruger
Miss Dianne Kutnick
Charley Levine
Mrs. Gail Levine
Mrs. Rochelle Levine
Mrs. Phyllis Levine
Rev. Eli Levy
Bernard Marks
Mrs. Marilyn Matlow
Lawrence Marvine
Mrs. Sally Malberg
Mrs. Edith Margolis
Rabbi Nathan Kollin
Mrs. Dina Milman
Ehud Miron
Mrs. Harriet Morris
Ami Mahshon
Marc Rabinsky
Sam Richman
Mrs. Ruth Rothenberg
Hazzan Elliot J. Portner
Mrs. Linda Rich
Rabbi Max Roth
Dr. Alex Rubins
Mrs. Ethel Saferin
Mrs. Ilene Savin
Mrs. Mirian Schaffer
Mrs. Tova Sago
Mrs. Elizabeth Singer
Mrs. Eti Slomovits
Rabbi Marvin Spiegelman
Judge Saul Stillman
Mrs. Eve Tishkoff
Mrs. Ellen Vendeland
Mrs. Marcella Wachter
Mrs. Myra Winograd
Mrs. Mildred Zimbalist
Mrs. Rosalie Zwick
Mrs. Ida Friedman
Leslie Silver
Henry Jurkewicz
Alan Schusterman
Joel Weinstein
Mrs. Hanna Saar

STAGE RECITATION IN NATIONAL COSTUME

AN ADVANCED CLASS

Current program. The weekly seven-hour curriculum is limited to five aspects of Jewish life: Hebrew Language, with emphasis on reading, writing, comprehension and structure; Prayer and Jewish Observance, with emphasis on Sabbath Morning Service, Kabbalat Shabbat, Mincha, Maariv, Havdalah and all Jewish Festivals, the ability to chant the prayer services, familiarity and understanding of the prayer content and the development of a positive attitude for religious services and rituals; Torah: in the course of five years, the curriculum aims at covering the entire Chumash and the development of a wholesome and positive attitude towards the Bible as a source for Jewish ritual, philosophy, Halacha, and the destiny of the Jewish people; Jewish Social Studies, emphasis on total integration of the various aspects of Jewish life (while all other subjects focus on one specific skill or subject matter, social studies attempts to encompass them all, and provide the child with a gestalt of Jewish life); and Music: the curriculum aims at providing the child with the necessary knowledge of the holidays and prayer service liturgy, as well as Israeli and holiday songs, so that he can meaningfully participate in all home and synagogue rituals and festivities.

26. The Temple School
University Circle
Cleveland, Ohio 44106

Director: Rabbi Stuart Geller
3686 Normandy Road
Shaker Heights, Ohio 44120
Tel: 752-7086 (home)

27. Temple Emanu-El School
2200 South Green Road
Cleveland, Ohio 44121

Director: Mrs. Harry Herman
3293 Chalfant
Shaker Heights, Ohio 44120
Tel: 991-2752

28. Yeshivath Adath B'nai Israel School
Taylor Road Synagogue
2308 Warrensville Center Road
University Heights, Ohio 44118
Tel: 932-7664
and
1970 S. Taylor Road
Cleveland, Ohio 44118
Tel: 321-4875

Director: Rabbi Abraham Bensoussan
3777 Berkeley
Cleveland Heights, Ohio 44118

Teachers: Mrs. G. Ginzberg
Rabbi L. Katz
Mrs. S. Katz
Mrs. R. Meisels
Mrs. R. S. Schnur
Mrs. F. Seide
Miss L. Stein
Mrs. N. Stein
Mrs. E. Tarkieltaub

History and current program. Yeshivath Adath B'nai Israel came into existence in 1915 and was located on Outhwaite and East 46th Street. In September of 1961, YABI moved to Warrensville Center Road, its present location. Today YABI is the only communal school system in Cleveland which is carrying out the recommendation of the foremost Jewish educators, namely,to tie in with congregational schools. The school has an active PTA, of which Mrs. Linda Bensoussan is the President. The PTA is active in organizing assemblies, events, and fund raising activities for the school.

In addition to courses in Jewish History, Bible, Jewish Law, Jewish Ethics, Prayers and Hebrew Language, the YABI also offers courses in Music, Cooking, Arts and Crafts.

Annual tuition: One child, $150 per year; two children in the same family, $200; three or more, $220.

Class times: Mondays, Wednesdays and Thursdays 4:00 - 6:00 p.m.

To arrange a visit: call the school office two days in advance.

J. HINDI

29. School for Indian Languages and Culture
First Lutheran Church
2419 Euclid Heights Boulevard
Cleveland Heights, Ohio 44106

Director: Mr. Rajendra Kumar Dheer
7819 Hopkins Road
Mentor, Ohio 44060
Tel: 1-255-0543

Teachers: Mrs. Bakshi
Mrs. Dheer
Mrs. Gairola
Mrs. Kamlesh Gauri
Mrs. Nagpaul
Mrs. Tandon

K. HUNGARIAN

30. West-side Hungarian School
Franklin Elementary
Franklin-Lewis Drive
Lakewood, Ohio 44107

Director: Dr. Gabor Papp
16403 Southland Avenue
Cleveland, Ohio 44111
Tel: 671-0669 (home)

Teachers: Mr. Geza Balassy (associate)
Mrs. Adam (Katalin) Beniczky (associate
Mr. Zoltan Bocsay
Mrs. Piroska Beodray (1975-76)
Mrs. Imre (Aniko) Bogardy
Mr. Paul Csia
Mrs. Ibolya Daroczy
Mr. Zsolt Domotorffy (associate)
Mrs. Julius (Maria) Dolesch
Mrs. Marton (Melinda) Gajdan
Ms. Katalin Horvath (1976-77)
Mr. Erno Kalnoky
Mrs. George Madzsar

Teachers (con't): Mrs. Steven (Eva) Menyhart
Ms. Elizabeth Mollner (1976-77)
Dr. Rev. John Nyeste (associate)
Mrs. K. Palvagasi (1975-76)
Mrs. Gabor (Katalin) Papp
Dr. Ferenc Somogyi (associate)
Miss Jolanda Szente
Mrs. Miklos (Eszter) Verbovszky
Mrs. Agnes Viragh (1976-77)
Mrs. Lajos (Marika) Zsula

Current program. This school aims to help the "culturally disoriented" child to understand and appreciate his bi-cultural environment, through the improvement of the child's language, reading and writing skills, and enhancing his knowledge of his homeland. The Hungarian School provides an environment in which the child is able to meet other children who are, like himself, bi-cultural. Through this learning together, the children can better understand their cultural plurality, thereby becoming better citizens of our country and more productive members of our community.

Tuition: One child, $40 per year; two or more children in the same family, $80.

Class time: Tuesdays, 7:00 - 9:00 p.m.

To arrange a visit: Call Dr. Papp at home a week in advance.

L. ITALIAN

31. Our Lady of Mt. Carmel School
6928 Detroit Avenue
Cleveland, Ohio
Tel: 651-5043

Teachers (1976-1977): Maria Elena Lavalle
Maria Francesca Stavole

M. JAPANESE

32. Japanese School

Director: Mrs. Yukiko A. Ward
4902 West 14th Street
Cleveland, Ohio 44109
Tel: 741-1993

Teachers (1975-1976): Sachiko Duffy
Michiko Perce

Current program. The goal of this part-time school is to teach the student through lecture and demonstration about Japanese culture, to develop in the student a functional use of reading, writing and speaking skills in Japanese, and to motivate the student to learn more about the culture and language of Japan in the future.

N. KOREAN

33. School of Korean Language
Cleveland Korean Church
First United Methodist Church
13th Street and Euclid Avenue
Cleveland, Ohio 44115
Tel: 382-2638

Director: Dr. Wan Young Yu
1374 Ranchland Drive
Mayfield Heights, Ohio 44124
Tel: 449-6820

Teachers (1975-1976):

Dr. & Mrs. S. M. Cha	Mrs. S. J. Lee
Mrs. H. C. Choi	Mr. W. B. Lee
Mrs. Y. W. Choi	Mrs. Y. H. Sohn
Mr. Mark Chung	Dr. & Mrs. S. C. Yoon
Mrs. J. H. Kim	Mrs. W. Y. Yu

Current program. The school aims to give the students communication skills in Korean, to enable them to write letters to relatives, and to translate English-language materials into Korean. It is part of a regular church Sunday school.

O. LATVIAN

34. United Latvian Lutheran Church School
1385 Andrews Avenue
Lakewood, Ohio 44107
Tel: 521-9785

Director: Mrs. Maija Grendze
1381 Andrews Avenue
Lakewood, Ohio 44107
Tel: 228-2763 (home)
331-3224

Teachers (1976-1977):

Inese Abols
Anita Auzenbergs
Edvins Auzenbergs
Vilma Apinis
Zenta Apinis
Baiba Caunite
Rasma Dinbergs
Laimdots Grendze
Elza Gruzis
Ingrida Ievins
Janis Kalnietis
Margers Kalnins
Malda Kelers
Benita Krumins
Aldis Kubulins
Haralds Mazzarins
Anna Novickis
Sandra Petersons
Vita Reineks
Arturs Rubenis
Silvija Rutenbergs
Vija Silders
Zaiga Terauds
Zenta Vikis
Maija Zuby

History and current program. The Latvian School of Cleveland was founded in 1950 with an enrollment of 51 students. Within two years this enrollment had doubled and has remained stable to date. The school is presently in its 28th year and at this time is closely affiliated with the United Latvian Evangelical Lutheran Church of Lakewood, though this was not always so.

The school is housed in a five-year-old building constructed especially for the school and connected directly to the church. The school day consists of seven 35-minute periods. There are twelve grades, plus kindergarten and pre-school classes which are also held on Tuesday and Thursday mornings. There is also one class for children with insufficient Latvian background to be placed in the regular classroom. Most of the children in school come from Latvian-speaking

families. There is no geographically knit Latvian community, however, and students come to the school from all over Cuyahoga County and from as far away as Akron and Madison.

The aim of the school is to provide its students with a sound religious foundation along with a good command of the Latvian language, and to develop a sense of pride in belonging to the Latvian community and in its rich culture and heritage. To achieve these aims all of the students attend religious instruction, Latvian language, music and folk dancing classes. The older children also take geography, history, and literature courses. In addition to regular classroom activities, there is a constant series of extracurricular activities such as play rehearsals, orchestra and choir practice, and even chess matches. Recently, classes for parents were initiated to aid second-generation parents who never received formal Latvian schooling.

Tuition: One or more children in the same family, $21 per year.

Class time: Sunday, 9:30 - 2:00 p.m.

To arrange a visit: Call Mrs. Grendze at 228-2763 at least two days in advance.

P. LITHUANIAN

35. Saint Casimir Lithuanian School
Our Lady of Perpetual Help School
18022 Neff Road
Cleveland, Ohio 44119

Director: Miss Vida Augulis
17702 Crestland Road
Cleveland, Ohio 44119
Tel: 481-0653 (home)

Teachers (1975-1976):

Mr. Jonas Dunduras
Mrs. Rauda Gelazis
Mrs. Danute Grigaliunas
Mrs. Stase Kazlauskas
Rev. Jonas Kidykas
Rev. Gediminas Kijauskas
Miss Nijole Lenkauskas
Mrs. Eugenija Mackevicius
Mrs. Adolfina Malenas
Mr. Alfonsas Mikulskis
Mrs. Ona Mikulskis
Mrs. Aldona Miskinis
Mrs. Amanda Muliolis
Miss Ligija Rociunas
Mrs. Regina Silgalis
Mrs. Dalia Staniskis
Mrs. Stefanija Stasas
Mr. Jonas Vysnionis
Rev. Leonas Zaremba
Mrs. Ona Zilinskas

History. When refugees from Russian-occupied Lithuania settled on Cleveland's far east side and in the eastern suburbs, one of the first institutions they established was St. Casimir Lithuanian School, which opened in September 1957 with 18 students in the first 3 grades. Adding one or more grades each year, the school grew rapidly: by 1960, the enrollment was 110, and a few years later reached 140 in grades Kindergarten through 12.

Current program. Classes are held on Saturdays. The main emphasis is on academic subjects: reading, writing, literature, history, geography, civics, art, customs, and religion. However, since music and dancing are an integral part of Lithuanian culture, the elementary students are also taught folk dancing, singing, and the Lithuanian folk instruments. All instruction is done in Lithuanian, with the exception of a special class for English-speaking students. To receive a diploma, twelfth graders must pass a series of written and oral exams, which last four weeks. All students participate in the Christmas, Mother's Day and Independence Day programs; parents and the general public comprise the audience.

In 1976-1977 the school had eighteen teachers and enrolled 139

students, nine of them in the special English-speaking class; this represented an increase of 19 students (26%) over the previous year.

Annual tuition fees: $70 per child; $90 for two children in one family; $105 for three or more children in the same family.

Class times: Saturdays, 9:00 - 11:50 a.m.; academic work in all grades; from 11:50 - 12:30 p.m.; music and dancing in elementary grades, academic classes in grades 9 - 12.

For EHALS teachers to visit: Call Miss Augulis after 4:30 p.m. (481-0653) a week to three weeks in advance, depending on time of year; before Christmas, before Mothers' Day, and the very end of the school year are bad times.

36. Bishop M. Valancius Lithuanian School
St. George's Lithuanian Parish
6527 Superior Avenue
Cleveland, Ohio
Tel: 361-9555

Director: Mrs. Aurelia M. Balas
1139 Oxford Road
Cleveland Heights, Ohio 44121
Tel: 382-4997

Teachers (1975-1976):

Aldona Augustas	Dalia Orantaite
Aurelia M. Balas	Juze Orantiene
Stasys Barzdukas	Aldona Paluniene
Temigijus Belzinskas	Ugnele Stasas
Jadvyga Budriene	Danguole Tamulionis
Milita Nasvytiene	Ona Zilinskiene

Current program. According to Miss Vida Augulis (see above no. 35), this school was discontinued at the end of 1975-1976.

Q. POLISH

37. Polish National Alliance, Council No. 6
7205 Fullerton Avenue
Cleveland, Ohio 44105

Director: Miss Irene Przysiezna
8106 Liberty Avenue
Parma, Ohio 44129
Tel: 661-2777 (home)
574-7403

Teachers: Father Marian Kecik Mr. Stanley Filipkowski
Miss Irene Przysiezna

Current program. The school, whose aim is to teach the Polish language, singing and dancing, had 43 students enrolled in 1976-1977.

Tuition: $15 per child, $25 for two or more children in the same family. Tuition is free to members of the Polish National Alliance.

Class times: Tuesdays, 6:30 - 9:00 p.m.

To arrange a visit: Call Miss Przysiezna.

38. Polish National Alliance Lodge 1786
Corpus Christi Church School
4850 Pearl Road
Cleveland, Ohio 44109

Director: Mrs. Marianna Golembiewska
8219 Manorford Drive
Parma, Ohio 44129
Tel: 884-2260

Teachers: Mr. Nowakowski
Mrs. Ptak
Mrs. Szeremet
Miss Christine Tocarchick
Mr. Ron Wilga

Current program. The school offers classes in Polish language, history, literature, singing and dancing to a 1977-78 enrollment of 52 students.

Tuition: $20 per child to families who are members of the Polish National Alliance, $30 to others.

Class time: Saturdays, 10:00 a.m. - 3:00 p.m.

To arrange a visit: Call Mrs. Golembiewska or Mary Zavada (252-1425) at least two weeks in advance.

R. SLOVAK

39. Slovak School of Cleveland

Director: Mrs. Edith Karas
2628 Deptford Drive
Beachwood, Ohio 44122
Tel: 464-2224 (home)
398-6000, ext. 4128

Adviser: Mr. Eli Ferenchik
Ethnic Heritage Center
Cuyahoga Community College, Metro Campus
Cleveland, Ohio 44115
Tel: 241-5966

Teacher: Mr. A. V. M. Papcun

History. From the early 1900s to World War II, each of the Slovak Churches of Cleveland had a Slovak school. After World War II the interest slowly decreased, but emerged again during the 1960s under the impact of the Black awareness movement and immigrants of the post World War period. Therefore, present day students are children of newly arrived immigrants whose parents emphasized the need to know the mother tongue. Classes were formed at St. Charles Church at State and Snow Roads and St. Cyril and Methodius Church. However, at the present time enrollments are low.

Current program. The present Slovak School is primarily composed of adults who want to relearn the language they rejected previously. A few young people also attend. The Slovak School had

been meeting at Parma High School. In the Fall of 1977 the class was transferred to the Lakewood area, where it met at the St. Cyril and Methodius Church on Wednesdays from 6:30 - 8:30 p.m. with prospects of moving each quarter to another Slovak Church so that the Slovak community would become aware of the class, which is composed of 25 persons whose ages range from teenagers to grandmothers.

A Slovak Literature and Language class meets at the Parma Heights Library on Saturday afternoons. This class of about 15 adults consists of persons well-versed in the Slovak Language who are interested in perfecting their language capabilities by discussing Slovak Literature. Mr. A. V. M. Papcun is the instructor.

The Slovak Dance and Culture Society was begun on October 2, 1977, meeting at Cuyahoga Community College - Western Campus from 3:00 - 5:00 p.m. every Sunday. The rehearsal of October 9 was remarkable, as 22 persons came to learn how to dance. Officers of this group are: Paul Janko, President; Joan Holan, Vice President; Olga Lehani-Nemecek, Secretary; Frank Matyas, Treasurer. An Advisory Commit6ee is being formed and consists of (to date): Mrs. Sophie Mallchok, Ms. Julis Duricka, (others named later).

S. SLOVENIAN

40. St. Mary's Slovenian School (Collinwood)
15519 Holmes Avenue
Cleveland, Ohio 44110

Director: Mr. Rudi Knez
17826 Brian Avenue
Cleveland, Ohio 44119
Tel: 481-3155

Teachers: Marica Celestina
Milena Gobec
Metka Hauptman
Marica Lavrisha
Anica Nemec
Antonia Skrabec
Marija Vegel

History. The school was established in the Fall of 1953 by post World War II immigrants from Slovenia. Lead by Louis Oven and Mr. Zdravko Novak they convinced the then pastor of St. Mary's Church, Fr. Matija Jager, to let them use the parish facilities for such a program.

Enrollments have stabilized at between 70 to 90 youngsters a year. The school offers kindergarten classes in addition to four levels of instruction based on language proficiency. Most children are second generation Americans living in Collinwood and eastern suburbs of Cleveland.

The school has been self-supporting. Funds are raised through performances, stage programs, picnics, dinners and donations. Children learn how to speak, read and write in Slovenian, they are taught about the Slovenian culture and customs, history, geography and literature. Time is devoted to learning Slovenian songs and plays.

Tuition: One child $10 per school year, two children from the same family pay $13 and three or more $15.

Class time: Saturdays during the regular school year from 9:30 to 12 noon.

For further information please call the director, Mr. Rudi Knez.

41. St. Vitus Slovenian School
6104 Glass Avenue
Cleveland, Ohio 44103

Director: Rev. Joseph Boznar
6019 Glass Avenue, N.E.
Cleveland, Ohio 44103
Tel: 361-1444

Principal: Mr. Joseph Odar
1703 Oakmont Boulevard
South Euclid, Ohio 44121
Tel: 382-0662

Teachers: Angela Bolha (Principal, 1976-77)
Maria Delchin
Anne Lekan
Breda Loncar
Vida Oblak (1976-77)
Maria Pogacnik
Silva Savernik
Fani Strancar
Milena Stropnik
Frank Zupan (1976-77)

History. One of the foremost concerns of the Slovenian political immigrants in Cleveland after World War II was the preservation of the Slovenian language and culture for themselves and for their children. In 1949, immediately after their settlement in Cleveland, a Slovenian school was organized. It was intended for the children of most recent immigrants who already had a fairly good knowledge of the language. All children met for instruction on Saturdays in one room regardless of their age and grade levels. Through the courtesy and encouragement of Msgr. Louis Baznik, pastor of St. Vitus Church, the first Slovenian parish school was established in 1953. All St. Vitus School students, regardless of their background and origin, were encouraged to enroll. In September of that year 138 children registered, 71 of whom had no previous

knowledge of the language. At that time the school offered four levels of instruction on Saturdays. Classes were taught on the 3rd floor of St. Vitus School. A special class for more advanced high-school students was held on Sunday mornings.

From these beginnings the school continued to grow in regard to the enrollment, levels of instruction, preparation of teachers and the quality of instructional materials. In the Fall of 1977, 170 students were attending classes. They are taught in nine sections: Kindergarten through Grade 8. Most of the children who now attend the school are second-generation Americans; yet, there is no decline in interest in the Slovenian school. The children come from several areas on the east side, mainly Euclid, Wickliffe and Willoughby.

The school has been self-supporting. In order to raise funds, two performances with refreshments are held annually for the general public: the celebration of Mother's Day and the coming of St. Nicholas. Other fund-raising projects are a dinner and a picnic during the summer. The school is also helped by donations.

Current Program. The main purposes of St. Vitus Slovenian School are (1) to teach the children how to speak, read, and write the Slovenian language effectively; (2) to acquaint the children with Slovenian culture and its rich heritage; (3) to give them an understanding of the Slovenian geography, history, and literature; (4) to instill in them a love for Slovenian songs; and (5) to encourage the children to participate in short plays and other performances. After attending St. Vitus Slovenian School for all nine

years, students should be able to read Slovenian books, newspapers and journals with the help of a dictionary. They should also be able to express their ideas and every-day happenings in writing.

Tuition: One child $20.00 per year; two children in the same family, $25.00 per year; three or more children in the same family, $30.00 per year.

Class Times: Saturdays, 9:00 a.m. - 11:30 a.m.

To arrange a visit: Call Rev. Joseph Boznar two weeks in advance.

T. UKRAINIAN

42. "Ridna Shkola" of Ukrainian Sciences
Schaaf Junior High School
5983 West 54th Street
Parma, Ohio

Director: William Iwanchuk
4619 Longwood Avenue
Parma, Ohio 44134
Tel: 884-7952 (home)
524-9300, ext. 8447

Teachers: Jaroslawa Barnych
Andrew Fedynsky
Stephanie Fik
Gregory Golembiowsky (1975-76)
Myroslawa Holubec
Stephanie Horodysky
Dada Korlatowych (1975-76)
Alexandra Kowalsky
Martha Kowcz (1975-76)
Jaropolk Lasowsky
George Lubinecky
Sophia Malynowsky
Teresa Malynowsky
Anna L. Mychkovsky
Jaroslawa Pichurko
Oksana Stryhun (1975-76)
Susanna Telishewsky
Emilia Wolanyk
Stephen Wolanyk (1975-76)
Anna Zawadiwsky

History. The School of Ukrainian Sciences ("Ridna Shkola," which in Ukrainian means "Native School") was organized in Cleveland, Ohio in 1950 to teach the Ukrainian language, literature, history and culture to the children who were attending classes at regular educational institutions. Since 1957, attendance at "Ridna Shkola" has averaged approximately 300 pupils a year. Associated with the school are kindergarten classes; for children who do not speak Ukrainian, bilingual classes are held. Since 1966, the graduates of "Ridna Shkola" have received recognition by way of congratulatory certificates from the Parma Board of Education. Since the school year 1974/75, the graduates of "Ridna Shkola", by an arrangement with the Board of Education in Parma, are given three credits towards their High School graduation: one in language and two in culture (Social Studies).

The Educational Council of the World Congress of Free Ukrainians (Ukrainian Congress Committee of America, Inc.) has established a curriculum for all of the approximately 150 Ukrainian schools in the United States, which enroll over 25,000 children. The program calls for each child to attend eleven grades over a period of eleven years. Upon completion of the eleven years and upon passing the Final Examination (written and oral) submitted by the Educational Council, a diploma is earned. A graduate of the school is well versed in the language, literature, history, geography and culture of the Ukraine. Twice a year classes are observed by the School Inspector, a representative of the Educational Council.

The school operates on an annual budget of $18,000. The money comes from tuition fees, concerts and festivals sponsored by the Ridna Shkola Association. Rental for space is paid to the Parma Board of Education. The school has continuously been upgraded in the quality of its instructors, in its methods and techniques, so as to be on a par with the educational level of the daily schools.

Current program. Except for kindergarten and bilingual classes, which are conducted separately, the curriculum is divided into three levels of education. Level 1 (grades 1 - 5) - the Elementary level program is very similar to that of the daily schools. The main effort is concentrated on reading, writing, conversation, singing, correct usage of language, introduction to grammar, self-expression, description of events and stories. Level 2 (grades 6 - 8) the Junior High School level includes mastering of the techniques in conversational language and grammar; working on pieces of literature; a basic orientation in history and geography; written and oral techniques of correct self-expression. Level 3 (grades 9 - 11) at the High School level there is a need of thorough understanding and knowledge of the language; history of Ukrainian literature; of Ukrainian writers, poets and dramatists; analyzing the works the theory of Ukrainian literature. Required is a thorough knowledge of history, geography, and culture in all its phases of development.

The scheduled school events number approximately 30, which include: two teachers' conferences, two PTA meetings, two conferences with the parents of the eleventh grade students, two meetings of teachers with the school sponsors committee members,

four grading sessions, five celebrations of holidays, four exams, etc. School library books (about 1000 in number) are divided into grades and are assigned by the teachers to the students.

At the end of the eleventh year of study, a student takes a final exam to graduate. This final exam consists of materials learned in the previous three years of study. The final exam is divided into two sections, a written test in literature and history each lasting three hours, and an oral test wherein the student speaks on a specific item in each subject for 10-15 minutes. The questions for the oral exam are randomly chosen by the student at the time of the exam; therefore, the student must be well acquainted with all areas of study.

Tuition: $55 per year for one child; $90 for two children in the same family, $95 for three or more.

Class times: Saturdays, 9:00 a.m. - 1:00 p.m.

To arrange a visit: Call Mr. Iwanchuk in the evening a week in advance.

43. Saint Josaphat Ukrainian Catholic School
St. Josaphat School
5720 State Road
Parma, Ohio 44134
Tel: 884-1812

Director: Sister Celine O.S.B.M.
5720 State Road
Parma, Ohio 44134
Tel: 885-1245 (home)
884-1812

Teachers: Mr. W. Gbur
Miss Olga Kalushka
Mrs. D. Sirko
Mrs. S. Telishewsky
Mrs. A. Zawadiwsky

History and current program. The school is operated by the Sisters of St. Basil the Great. The student population is almost entirely Ukrainian: for 75% of the students Ukrainian is the primary language, while 25% speak English at home. Some ride nearly ten miles a day on the school bus, and all must spend extra time in school because the Ukrainian studies program is added to the normal state educational requirements.

The ethnic program includes Ukrainian history, grammar, conversation, writing, geography, literature, arts and crafts, religion, and liturgical music. Children in kindergarten through fifth grade have half an hour of instruction each day. In grades six to eight, Ukrainian is taught in three 45-minute periods each week. There is one special teacher for each of the following categories of student: lower grades (kindergarten to fifth); upper grades, Ukrainian speaking; and upper grades, English speaking.

In its regular courses St. Josaphat's follows the guidelines provided by the Cleveland diocese, but for its ethnic program the school has developed its own guidelines, based on years of practical experience. The rising interest in multicultural education in the United States has created a need for such a blueprint in schools which are now developing an ethnic curriculum.

Tuition: $150 per year for one child, $100 per year for each additional child in the same family.

Classes meet: Monday through Friday from 8:45 - 11:35 a.m.; plus the regular school classes.

To arrange a visit: call the school about a week in advance.

U. YIDDISH

44. I. L. Peretz Workmen's Circle School
1980 South Green Road
Cleveland, Ohio
Tel: 381-4515

Director: Mr. Sender Wajsman
4639 Whitehall
Cleveland, Ohio 44121
Tel: 382-3272

Teacher: Mrs. Mindelle Wajsman

History and current program. Since 1918 the I. L. Peretz Workmen's Circle, a Jewish fraternal organization, has sponsored Jewish schools in the United States as a public service to those parents who want a nondoctrinaire folk-oriented Jewish education for their children. The schools have always sought to provide Jewish children with the broad background of knowledge, skills and information they require for identification with the Jewish people the world over, and especially for intelligent membership in the Jewish Community in the United States. The school sees an affinity between the moral values in Jewish history and the ideals of democracy and freedom as conceived in the United States. Through excerpts from the Bible and episodes from history, the school attempts to nurture an appreciation of the historical and world-wide significance of the Jewish people. The epic of the State of Israel has an important place in the curriculum of the I. L. Peretz Workmen's Circle School.

This directory lists alphabetically all people whom we know to be associated with ethnic community schools in the greater Cleveland area. Full addresses and telephone numbers, checked for current accuracy as far as was possible, are included for:

a) All participants in the 1976-1977 EHALS Workshop Project; these entries are preceded by an asterisk*;

b) All directors of ethnic community schools.

All others are listed only by name, with a cross-reference to the school to which they pertain; these references are by number, and refer to the numbered entries in Section II above. The following abbreviations are used:

C: School Committee Member

D: Director of School

T: Teacher in School

As noted earlier, this directory is incomplete. We would like to issue a revised and updated edition by 1980. For this purpose information forms are included as Section IV: any user of this volume who wishes to provide information for revision should use the appropriate form, or write separately to Dr. Beatie or Dr. Bonutti (see entries below).

SECTION III:

DIRECTORY OF TEACHERS, DIRECTORS, AND OTHERS INVOLVED IN EHALS SCHOOLS

*Ābols, Inese. 4064 Circlewood Drive, Fairview Park, OH 44126. 333-5128. T34

Aghajanian, Anahid. T2 (1975-6)

*Anastas, Helen (Mrs. Theo). 18256 Raccoon Trail, Cleveland, OH. 238-5474; (B) 237-8998. T12

Anastas, Fr. Theo. St. Paul Greek Church. 4548 Wallings Road, Cleveland, OH 44133. Pastor

*Antolovic, Anka. P.O. Box 6384, Cleveland, OH 44101. TS (subst.)

*Apinis, Vilma and Zenta. 261 Ridge Road, Hinkley, OH 44233. 278-4725. T34

Arslanian, Mary. T2 (1975-6)

*Augulis, Vida. 17702 Crestland Road, Cleveland, OH 44119. 481-0653. D35

Augustas, Aldona. T36

Auzenbergs, Anita. T34

Auzenbergs, Edvins. T34

Bahhour, Naima. c/o Islamic Center of Cleveland. 9400 Detroit Avenue Cleveland, OH 44102. Director, Arabic school at Islamic Center.

Bailin, Doris. T25

*Bakos, Chrisoula. 1116 Tower Blvd., #18, Lorain, OH.

Bakshi, Mrs. N. K. T29

*Baku, Ellen. 13138 Wainfleet Avenue, Cleveland, OH 44135. 251-4749. T8 (1975-6)

Balas, Aurelia. 1139 Oxford Road, Cleveland Hts., OH 44121. 382-4997. D36

Balassy, Mr. Geza. T30 (Associate)

*Balourdas, Mary L. 3645 Chrisfield Drive, Rocky River, OH 44116. 333-0490. co-D10

Barach, Norma. T25

Barnych, Jaroslava. T42

Barrat, Joseph. 2778 Richmond, Cleveland, OH. 292-4762. D20

Barzdukas, Stasys. T36

*Beatie, Dr. Bruce A. 2924 Edgehill Road, Cleveland Hts., OH 44118. 371-1625; (B) 687-4646. Professor of German, Cleveland State University; EHALS Training and Curriculum Consultant, 1976-1977

Belzinskas, Temigijus. T36

Bellin, Allan. T25

Beniczky, Katalin (Mrs. Adam). T30 (Associate)

ben Meir - see Meir

Bennett, Alan D. 2796 Richmond Road, Beachwood, OH 44122. 464-8239; 464-1330. D21

Bensoussan, Rabbi Abraham. 3777 Berkeley, Cleveland Hts., OH 44118. 371-3874. D28

*Beodray, Piroska. T30 (1975-6)

Bloom, W. Zeev. 2505 Deborah Drive, Beachwood, OH 44122. 831-3385. D14

*Bocsay, Zoltan. 21131 West Wagar Circle, Rocky River, OH 44116. 331-1673. T30

Bogardy, Aniko (Mrs. Imre). T30

*Bolha, Angela. 1155 East 71st Street, Cleveland, OH 44103. 361-7759; (B) 943-5500 ext. 2650. T41; Principal, 1976-7

*Bonutti, Dr. Karl. 33699 Pine Tree Road, Pepper Pike, OH 44124. 831-1954; (B) 687-4531. Professor of Economics and Director of Ethnic Heritage Studies; EHALS Project Director, 1976-7

Boukis, Gary. C9

Boukis, Maria. C9

Boukis, Mrs. Vaso. T9 (1975-6)

Boznar, Rev. Joseph. St. Vitus Church, 6019 Glass Avenue, Cleveland, OH 44103. 361-1444. D41

Brodsky, Gertrude. T25

*Bruketa, Karl. 6626 Bliss Avenue, Cleveland, OH 44103. 361-5511; (B) 241-7373. co-D6

Budriene, Jadvyga. T36

*Bystricky, Helene C. 8747 Manorford Drive, Parma Hts., OH 44130. 886-1682. T8

*Caliguire, Renate. 7617 E. Linden Lane, Parma, OH 44130. 845-6414. T8

*Caloumenos, Athena. 6449 Anita Drive, Cleveland, OH. 886-3651; (B) 237-8998. T12

Campbell, Dr. Tom. History Department Cleveland State University. Chairman, Advisory Board Ethnic Heritage Studies - Cleveland

*Caunīte, Baiba. 1389 Giel Avenue, #14, Lakewood, OH 44107. 521-9271. T34

Celine - see Skodyn

Cha, Dr. & Mrs. S. M. T33

Chong, Mrs. S. H. T4

Chatterjee, Barbara. 2180 Oakdale Road, Cleveland Hts., OH 44118. 371-3127. D3

Choi, Mrs. H. C. T33

Choi, Mrs. Y. W. T33

Chung, Mark. T33

Clavner, Dr. Jerry. T19

*Cohen, Bracha. 4536 Greenwold, So. Euclid, OH 44121. 382-5456.

Cohn, Lotti.

Contardi, Fr. Michael. St. Rocco's Church, 3205 Fulton Road, Cleveland, OH 44109. Pastor, Director Italian language classes at parish school.

Corpas, Molly (Mrs. Gus). C10; T10 (1975-6)

*Csia, Paul. 2107 Concord Drive, Lakewood, OH 44107. 226-0509. T30

*Curac, Sonja. 18901 Bella Drive, Cleveland, OH 44119. 486-8640; (B) 641-4600. T6

Damian, Cornelia. T8

*Daroczy, Ibolya. 19756 Coffinberry Blvd., Fairview Park, OH 44126. 331-7553; (B) 623-7157. T30

*Deir, Juliet. 34131 Sylvia Drive, Eastlake, OH 44094. 946-6246. T1

*Delchin, Maria. 2007 Beverly Hills Dr., Richmond Hts., OH 44143. 481-3572. T41

Dessler, Rabbi N. W. 2634 Bishop Road, Cleveland, OH. 944-2988. D22

Dheer, Rajendra Kumar. 7819 Hopkins Road, Mentor, OH 44060. 1-255-0543. D29

Dheer, Mrs. T29

Diamantis, Argyro (Mrs. G.). T10 (1975-6)

Diamond, Pauline. C9

*Dimon, Daisy (Mrs. Dean). 19985 Westover Avenue, Rocky River, OH 44116. 333-7856. T10

Dinbergs, Rasma A. T34

Dolesch, Maria (Mrs. Gyula). T30

Domotorffy, Zsolt. T30 (Associate)

Duffy, Sachiko. T32

Dunduras, Jonas. T35

Efros, Batya. T21 (1976-7)

Ehrlich, Steven. T25

Eichenbaum, Sharon. T25

Elia, Mrs. Elia. T12

Elia, Mrs. Maro. T12

Fedynsky, Andrew. T42

*Feitl, Elizabeth. 4173 Ivywood Drive, Brooklyn, OH 44144. 351-1767. T8

*Ferenchik, Eli. 13845 Shawnee Trail, Cleveland, OH 44130. 843-3762; (B) 241-5966. Adviser, 39; D, Ethnic Heritage Center, Cuyahoga Community College, Metro Campus.

Fik, Stephanie. T42

Fine, Dr. Isaac. T19

Forman, Judie. T25

Fourmas, Ernie. 3011 Park Drive, Parma, OH 44134. 886-1820. D12

*Fourmas, Rita. T12

Franklin, Alan. T25

*Franz, Adele and Karen. 769 County Road, #175, West Salem, OH 44287. T8 (1975-6)

Frascati, Fr. Marino. Our Lady of Mt. Carmel, 6928 Detroit Avenue, Cleveland, OH 44102. Pastor, Director of Italian language school of the parish.

Fredman, Alice. T25

Friedman, Ida. T25

Fromer, Tzipourah. T21; Supervisor

*Gabrovsek, Rita. 5155 Spencer, Cleveland, OH. 442-3059. T8

Garirola, Mrs. T29

Gajdan, Melinda (Mrs. Imre). T30

*Gauri, Mrs. Kamlesh. T29

Gbur, W. T43

Gelažis, Rauda. T35

Geller, Rabbi Stuart. 3686 Normandy, Cleveland, OH. 752-7086. D26

Georgelis, Eugenia. T11

Georgeson, Angelo. C10

Ginzberg, Mrs. G. T28

Glantz, Anita. T25

Glaser, Annette. T8

Goldin, Alice. T25

Goldrich, Rabbi Stephen S. 23871 Harms Avenue, Cleveland, OH. 531-8861. D24

Goldstein, Dr. Martin. 1587 Mallard Drive, Cleveland, OH. 442-4970; (B) 464-4050. D19: President

*Golembiewska, Marianna. 8219 Manorford Drive, Parma, OH 44129. 884-2260. D38

Golembiowsky, Gregory. T42 (1975-6)

Goodman, Florence. T21

*Grendze, Maija (Mrs. Laimdots). 1381 Andrews Avenue, Lakewood, OH 44107. 228-2763; (B) 331-3224. D34

Grendze, Laimdots. T34

Greppin, Dr. John A. C. 3355 Tullamore Road, Cleveland Hts., OH 44118. 932-6673; (B) 687-3967. D2; Assistant Professor of English, Cleveland State University

Grigaliunas, Mrs. Danute. T35

Grod, Jean. T25

*Grumbach, Elisabeth. 18681 Shurmer Road, Strongsville, OH 44136. 238-8837. T8

Gruzis, Elza. T34

*Habiby, Dr. Emile. 28740 Forest Road, Willowick, OH 44094. 944-7819; (B) 943-4200, ext. 505. D1, President, EHALS

*Halan, Joan. 4171 West 11th Street, Cleveland, OH 44109. T39

Hays, Ursula. T8

Hecht, Sheila. T21

Herman, Mrs. Harry. 3293 Chalfant, Cleveland, OH. 991-2752. D27

*Hinze, Dr. Diana Orendi. 2233 S. Overlook Road, Cleveland, OH 44106. 231-2710. T8 (1976-7)

Hoffman, Rabbi Eric. 12540 Edgewater Drive, Cleveland, OH 44111. 521-9561. D16

*Hoffman, Maria. 1419 Avondale Road, South Euclid, OH 44121. 382-6970. T8

Holubec, Myroslawa. T42

Horodysky, Stephanie. T42

Horvath, Katalin. T30 (1976-7)

Hou, Mrs. Paul. T4

Hu, Lily

Hudak, Andrew. 12221 Madison Avenue, Lakewood, OH 44107. 228-7171. D39 (1975-6)

*Ievins, Ingrida. 1281 West 108 Street, Cleveland, OH 44102. 281-2278 T34

Intrater, Dr. Roseline. T19

Itzhaki, Shoshana. T25

*Iwanchuk, William L. 4619 Longwood Avenue, Parma, OH 44134. 884-7952; (B) 524-9300 ext. 8514. D42

Jaffe, Sandra. T25

Jagetia, Dr. Lal. Asst. Professor of Accounting, CSU, active in Hindi programs at India Community Center, 2419 Euclid Hts. Blvd., Cleveland Hts., OH

Jain, Dr. R. Assoc. Professor of Industrial Engineering, CSU, India, editor of newspaper "Lotus" (monthly)

Janas, Mrs. J. T10

*Jansons, Astrida. 21941 Marian Circle, Cleveland, OH. 734-3738; (B) 267-1200. T34

*Jeras, Mira. 18216 Hiller Avenue, Cleveland, OH 44119. 486-6065. T6

Jeras, Ratko. T5

*Juhasz, Albert. 6041 Dorothy Drive, North Olmsted, OH 44070. 779-8762. Treasurer, EHALS

*Juhasz, Gerda M. (Mrs. Albert). co-D8

Jukic, Vjekoslav. T5 (subst.)

Juntoff, Sanford. T25

Jurcevic, Ankica. T5

Jurkewicz, Henry. T25

Kahara, Rivka. Mayfield-Hillcrest, 1732 Lander Road, Cleveland, OH 44124. D23

Kalnietis, Jānis. T34

Kalniņš, Margers. T34

Kalnoky, Erno. T30

Kalushka, Olga. T43

*Karas, Edith. 2628 Deptford Drive, Beachwood, OH 44122. 464-2224; (B) 398-6000 ext. 4128. D39

Katz, Rabbi L. T28

Katz, Mrs. S. T28

Kazlauskas, Mrs. Stase. T35 (1975-6)

Kecik, Father Marian. T37

*Kēlers, Malda Zaija. 1437 Westwood Avenue, Lakewood, OH 44107. 228-4139. T34

Khalili, Dr. Amir. Muslim Student Association, CSU, organized and presently teaches at the Islamic Center of Cleveland

Khayyat, Saad. T1

Khoury, Nabila. T1

Kidykas, Rev. Jonas. T35

Kijauskas, Rev. Gediminas. T35

Kim, Mrs. J. H. T33

Klapholz, Lois. T25

*Klidas, Litta (Stavrovla, Mrs. Kleanthis). 1562 Coutant Street, Lakewood, OH 44107. 226-6545. T10

Koblenz, Maxine. T25

Kollin, Rabbi Nathan. T19; T25

Korin, Dolly. T19

Korin, Dr. Uri. T19

Korlatowych, Dada. T42 (1975-6)

Korman, Rev. Michael. 3327 Euclid Hts. Blvd., Cleveland Hts., OH 44118. 321-6573. D25

Kostakis, Irene (Mrs. Alexander). T9

Kotlan, Mary Jane. 7017 Brookside Road, Independence, OH 44131. 524-6041. D7

Kowalsky, Alexandra. T42

*Kowcz, Marta. 4513 Spokane Avenue, Cleveland, OH 44109. 749-0518. T42 (1975-6)

Kruger, Esther. T25

Krūmiņš, Benita. T34 (1976-7)

Krūmiņš, Guna. T34

Kubuliņš, Aldis. T34

Kutnick, Dianne. T25

Kyrkos, Mrs. Spiros. C10; T10 (subst.)

Lando, Geula. T21

Lasowsky, Jaropolk. T42

Latkovic, Mrs. Nicholas. C9

*Lavalle, Maria Elena. 6212 West Clinton Avenue, Cleveland, OH 44102. 961-6328; (B) 281-7620. T31

Lavrisha, Mrs. Maria. 1004 Dillewood Road, Cleveland, OH 44119. Teacher and former director Slovenian Saturday School at St. Mary's Parish in Collinwood

Lee, Mrs. S. J. T33

Lee, Mr. W. B. T33

*Lekan, Ana. 6700 Shaefer Avenue, Cleveland, OH 44103. 361-2409; (B) 831-0510. T41

Lenkauskas, Miss Nijole. T35

Levine, Charley. T25

Levine, Gail. T25

Levine, Phyllis. T25

Levine, Rochelle. T25

Levy, Eli. T25

Lezerovitz, Gedalia. T21 (1976-7)

Lin, Mrs. Shung-Ling. T4

Lin, Miss S. Y. T4

*Lindenmaier, Caroline. 3539 West 120 Street, Cleveland, OH 44111. 671-3242. co-D8

Lindenmaier, Ute. T8

*Link, Ingrid. 3960 Riveredge Road, Cleveland, OH 44111. 671-1292. T8

Liu, Nora. T4

Lo, Polly. T4

Logarusic, Zdravka. T5

Loncar, Breda. T41

Lorber, Miriam. Beth Am Congregation, 3557 Washington Blvd., Cleveland, OH 44118. D15

Loyola, Sister Mary. Catholic Board of Education, 814 Catholic Center, 1031 Superior Avenue, Cleveland, OH 44114. Consultant, Social Studies for Catholic Board of Education. Member, Advisory Board Ethnic Heritage Studies - Cleveland

*Lubinecky, George G. 2511 East 35th Street, Lorain, OH 44055. 1-277-4785. T42

Mackevičius, Eugenija. T35

*Madzar, Elizabeth (Mrs. Georg). 1329 Sloane Avenue, Lakewood, OH 44107 221-2455. T30

Mahshon, Ami. T25

Malenas, Adolfina. T35

Malynowsky, Sophia. T42

Margolis, Edith. T25

Margolis, Henry. 3632 Severn Road, Cleveland Hts., OH 44118. 932-4883; (B) 371-0446. D18

Marks, Bernard. T25

Malberg, Sally. T25

Margalith, Dr. Israel. T19

Marvine, Lawrence. T25

Matlow, Marilyn. T25

Mazzarins, Haralds. T34

Meir, Varda ben. T19

Meisels, Mrs. R. T28

*Menyhart, Eva (Mrs. Steven). 1590 Clarence Avenue, Lakewood, OH 44107 521-0704. T30

Metallinos, Fr. Peter. St. Demetrios Church, 22909 Center Ridge Road, Rocky River, OH 44116. 331-1522; (B) 331-2246. co-D10

Miehle, Elisabeth. T8

Mikulskis, Alfonsas. T35

Mikulskis, Ona. T35

Milman, Dina. T21; T25

Mirakian, Lucine. T2

Mirakian, Sue. T2

Miron, Ehud. T25

Miskinis, Aldona. T35

Moet, Abusami. Teacher of Islamic Center of Cleveland Arabic and Islamic studies (children)

Mollner, Elizabeth. T30 (1976-7)

Morris, Harriet. T25

Moutafakis, Dr. Nicholas. C9

Muliolis, Amanda. T35

Mychkovsky, Anna Lubomyra. T42

Nagpaul, Kamla (Mrs. Hans). 1323 Haverston Road, Lyndhurst, OH 44124. Teacher of Hindi at India Community Center. T29

Nasvytiene, Milita. T36

*Natko, Dr. Joan. 3830 Bainbridge Road, Cleveland Hts., OH 44118. 321-8055; (B) 687-4585. Asst. Professor of Education, CSU, EHALS Workshop Consultant, 1976-7

Nittis, Miss Kiki. T9

Novickis, Anna. T34

Nowakowski, Mr. T38

Nyeste, Dr. (Rev.) John. T30 (associate)

*Oblak, Vida. 1197 East 61 Street, Cleveland, OH 44103. 881-9947. T41 (1976-7)

Odar, Joseph. 1703 Oakmount Road, South Euclid, OH 44121. 382-0662. Principal, 41

Ohel, Chaim. T19

Orantaite, Dalia. T36

Orantiene, Juze. T36

*Orsanic, Ljerka. 3248 East 61 Street, Cleveland, OH 44103. 431-9453; (B) 444-2571. T6

*Packis, Olga (Mrs. Nick). 21388 Ellen Drive, Fairview Park, OH 44126. 777-4323. T10

Paluniene, Aldona. T36

*Palvagasi, Clara (Mrs. K). 521-7238. T30 (1975-6)

Pandis, Mrs. P. T10 (1975-6)

*Pantazidis, Hrisoula (Mrs. Alexandros). 1675 Woodward Avenue, #3, Cleveland, OH. 228-0889. T10

Pap, Dr. Michael. 5512 Sheldon Road, Lyndhurst, OH 44124. President, National Ethnic Studies Assembly; Member, Advisory Board Ethnic Heritage Studies - Cleveland; Director, Soviet and Eastern European Institute of John Carroll University

*Papadorotheou, Helen (Mrs. George). 26046 Rose Road, Westlake, OH 44145. 734-0248. T10

Papandreas, John. 1006 Citizens Bldg., Cleveland, OH 44114. Attorney, was legal adviser to EHALS. Prominent in the Greek community; Member, Advisory Board Ethnic Heritage Studies - Cleveland

Papandreas, Mrs. J. T10 (1975-6)

Papas, Mrs. C. T10

Papcun, A. V. M. T39

*Papouras, Popie (Mrs. John). 676 Radford Drive, Highland Hts., OH 44143. 442-2080. D11

*Papp, Dr. Gabor. 16403 Southland Avenue, Cleveland, OH 44111. 671-0669; D30

*Papp, Katalin (Mrs. Gabor). 671-0669; (B) 444-5854. T30

Papp-Zubrits, Susan. 16403 Southland Avenue, Cleveland, OH 44111. One of the cofounders of EHALS, Secretary for two years; Teacher, Hungarian Language School. Presently lives in Toronto, Canada. "The Cromways" 2350 Dundas Street, W #1706

Pappas, Georgia (Mrs. Steve). T9

*Paul, Maria. 10865 West 130 Street, North Royalton, OH 44133. 237-3698. T8

Perce, Michiko. T32

Petersons, Sandra. T34

*Phillips, Evelyn (Mrs. Nick). 2250 Radcliffe Drive, Westlake, OH 44145. 871-7271. T10

Pichurko, Jaroslawa. T42

Pogacnik, Maria. T41

*Porschke, Brigitte. 467 Mohawk Trail, Brunswick, OH 44212. 225-1207. T8 (1975-6)

Portner, Hazzan Elliot J. T25

Protopapas, Rev. John D. 4510 Holiday Circle, Cleveland, OH 44109. 661-1180. D9

Przysiezna, Irene. 8106 Liberty Avenue, Parma, OH 44129. 661-2777; (B) 574-7403. D37

Ptak, Mrs. T38

*Purcell, Dr. John M. 1748 El Dorado Blvd. #201, Brunswick, OH 44212. 273-1047; (B) 687-4659. Associate Professor of Spanish and Education, Cleveland State University; EHALS Workshop Consultant, 1976-7

Purgar, Biserka. 21939 Lake Shore Blvd., Euclid, OH 44123. 732-9538; (B) 241-2100 ext. 556. T6

Rabinsky, Marc. T25

Rakowsky, Dr. Jeremy. 1248 Hathaway Avenue, Lakewood, OH 44107. Member, Advisory Board of Ethnic Heritage Studies - Cleveland; Representative of Ukrainian Language Schools (Ridna Skola); Faculty member, History Department, Lorain Community College.

*Rauser, Dorothea. 8749 Albion, Cleveland, OH. 237-3979. T8

Rauser, Heidi. T8 (1975-6)

Reineks, Vita. T34

*Reiser, Anita and Herta. 25955 Williams Drive, Westlake, OH 44145. 835-0906; (B) 331-1856. T8

Reisman, Isidor. T19

Rich, Linda. T25

Richards, David. C10

Richman, Sam. T25

*Richter, Eva. 7611 Alan Parkway, Cleveland, OH. 826-1940. T8

*Rimac, Vlado. 6606 Troy Oval, Parma, OH 44129. 842-7028; (B) 266-3309. T5 (subst.)

Rischall, Rabbi Joseph. 3601 Shannon, Cleveland, OH. 321-6443. Supervisor, 22

Rociunas, Ligija. T35 (1975-6)

Rock, Regina. T8

*Rock, Renate. 1212 Warren Road, Lakewood, OH 44107. 226-7805. T8

Rodis, Dr. Themistocles. C9

Roman, Rabbi Norman. 200 Chatham Way, Cleveland, OH. 461-3888. D17

Roth, Max. T25

Rothenberg, Ruth. T25

Rothschild, Tova. T13

*Rubenis, Arturs. 1460 West Clifton Blvd., Lakewood, OH 44107. 221-7738; (B) 368-3518. T34

Rubins, Alex. T25

Rudy, Sima. T13; T21

*Ruhe, Elke. 35486 Perry Drive, Eastlake, OH 44094. 951-8959. T8

*Rutenbergs, Silvija. 4468 Dayton Road, Madison, OH 44057. 1-428-1988. T34

Saar, Hanna. T25

Saferin, Ethel. T25

Sago, Tova. T25

*Savernik, Silva. 676 Birch Drive, Euclid, OH 44132. 731-2010. T41

Savin, LLene. T25

Schaffer, Mirian. T25

Schepps, Zahava. T13

*Schlothauer, Helga. 6196 Melshore Drive, Mentor, OH 44060. 257-2437; (B) 946-4000. T8

Schnur, Mrs. R. S. T28

Schusterman, Alan. T25

Schwartz, Ms. Betty. 27030 Cedar Road, #204B, Beachwood, OH 44122. English teacher, Cleveland Heights/University Heights System; Active in Ethnic Heritage Studies for high schools of greater Cleveland area.

Sebo, Illana. 2271 Chatfield Drive, Cleveland, OH. 321-2593; (B) 464-4055. D13

Seide, Mrs. F. T28

*Selos, Dora (Mrs. James). 18991 Coffinberry Blvd., Fairview Park, OH 44126. 333-7187; (B) 333-4639. C10; T10 (subst.)

Semarjian, Margaret. 5679 Falkirk Road, Lyndhurst, OH 44124. 449-0738. D2 (1975-6)

*Shamir, Judith. 14471 Washington, Cleveland Hts., OH 44118. T19

Shieh, Marie. T4

Shtull, Rabbi Jacob. T19

Silders, Vija. T34

Silgalis, Regina. T35

Silver, Leslie. T25

Simcic, Fr. Joseph. St. Vitus Church, 6019 Glass Avenue, Cleveland, OH 44103. 361-1444. co-D6

Singer, Elizabeth. T25

Sirko, Daria. T43

Skegro, Mercedes. T5

*Skiiros, Kiki. 22587 Vine Court, Rocky River, OH 44116. 333-8223

Skodyn, Sister M. Celine OSBM. St. Josephat Ukr. School, 5720 State Road, Cleveland, OH. 885-1245; (B) 884-1812. D43

Slomovitz, Eti. T21; T25

Sohn, Mrs. Y. H. T33

Somogyi, Dr. Ferenc. T30 (Associate)

Sonntag, Resi. T8 (1975-6)

Spero, Dr. Samuel. T19

Spero, Dr. Schubert. T19

Spiegelman, Rabbi Marvin. T25

*Spiranovich, Mark G. 29001 Weber Avenue, Wickliffe, OH 44092. 944-0323; (B) 486-8300 ext. 562. D5

Stadtler, Bea. T19, Registrar

Sfaniškis, Dalia. T35 (Librarian)

Stasas, Stefanija. T35

Stasas, Ugnele. T36

*Stavole, Maria Francesca. 3678 Bosworth, #203, Cleveland, OH 44111. 671-0833; (B) 696-2222. T31

Stein, Miss L. T28

Stein, Mrs. N. T28

Stephanopoulos, Fr. Robert. Church of SS. Constantine and Helen, 3352 Mayfield Road, Cleveland, OH. Pastor, Director of parish Greek School

Stevens, Dr. Evelyn P. 14609 S. Woodland Road, Shaker Hts., OH 44120

Stillman, Judge Saul. T25

Stimac, Stefica. T6 (1975-6)

Strancar, Frances. T41

Stropnik, Milena. T41

Stryhun, Oksana. T42 (1975-6)

*Swart, Christel. 651 Grayton Road, Berea, OH 44017. 243-3679. T8

Szente, Jolanda. T30

Szeremet, Mrs. T38

Szczesniak, Mrs. T37

Tamulionis, Danguole. T36

Tandon, Mrs. T29

Tang, Mrs. M. M. T4

Tarkieltaub, Mrs. E. T28

Tarladgis, Mrs. William. T10 (1975-6)

Telishewsky, Susanna. T42; T43

Terauds, Zaiga. T34

*Tessmer, Renate. 3165 West 165 Street, Cleveland, OH 44111. 226-2546. T8 (1975-6)

Theiss, Evelyn. T8

*Thellmann, Maria. 604 Pendley Road, Willowick, OH 44094. 944-5921. T8

*Theophylactos, Pan. 30110 Ridge Road, Wickliffe, OH 44092. 944-6427; (B) 943-3220. T11

*Tiliakos, Maria (Mrs. E.). 2045 Waterbury Road, Lakewood, OH 44107. 228-6252. T10 (1975-6)

Tishkoff, Eve. T25

Tocarchick, Christine. T38

Tripoulas, Mrs. A. T10

*Tsipouras, Vera (Mrs. Chris). 3325 Chrisfield Drive, Rocky River, OH 44116. 356-0017; (B) 267-2260. T10

Varga, Eva D. T8 (1975-6)

*Varouh, Dora (Mrs. Andrew). 597 Terra Lane, Amherst, OH. T10

Vasilakes, Michael P. C9

*Vedouras, Emily (Mrs. J). 15602 Lake Avenue, Lakewood, OH 44107. 221-3687. T10 (1975-6)

Vendeland, Ellen. T25

Verbouszky, Eszter (Mrs. Miklos). T30

Vikis, Zenta. T34

*Viragh, Agnes. T30 (1976-7)

Vlastaris, Mrs. Phillip. C10; T10 (subst.)

Vourlis, Antonia (Mrs. Henry). T9

Vukadinovic, Milan. 3911 Yorkshire Road, Parma, OH 44134. Teacher, Serbian language school. Announcer, director of Serbian Radio Hour with WCSB

Vysnionis, Jonas. T35

Wachter, Marcella. T25

Wajsman, Mindelle. T19; T44

Wajsman, Sender. 4639 Whitehall Drive, South Euclid, OH 44121. 382-3272. D44

Wang, H. C. 326 Royal Oak Blvd., Richmond Hts., OH 44143. 692-2453; (B) 851-7000 ext. 319. D4

Ward, Mrs. Yukiko A. 4902 West 14 Street, Cleveland, OH 44109. 741-1993. D32

Weil, Malka. T13; T19

Weinstein, Joel. T25

*Weissgerber, Elvira B. 1210 West Blvd., Cleveland, OH 44102. T8

Wilga, Ron. T38

Winograd, Myra. T25

Wlosinski, Fr. Stephen. St. Mary's P.N.C. Church, 1901 Wexford Avenue, Parma, OH 44134. Pastor, Polish National Catholic Church; Director, Parish Ukrainian School

Wolanyk, Emilia. T42

Wolanyk, Stephen. T42 (1975-6)

*Xanthopoulos, Voula. 1306 Belle Avenue, Cleveland, OH. 521-5833

Yeh, Joyce. T4

Yehuda, Hassia. T19

Yehuda, Dr. Zvi. T19

*Yin, Philippa B. Assistant Director, Instructional Support Services, Cleveland State University, EHALS Workshop Consultant, 1975-6

Yinan, Maya. T21

*Yirka, Branko. 2903 Edgehill Road, Cleveland Hts., OH 44118. Died in 1977 after years of contribution to ethnic affairs in Cleveland. One of the cofounders of EHALS. Was chairman of Department and language teacher at St. Joseph's High School

Yoon, Dr. & Mrs. S. C. T33

Yu, Dr. Wan Young. 1374 Ranchland Drive, Mayfield Heights, OH 44124. 449-6820. D33

Yu, Mrs. W. Y. T33

*Zaremba, Antoinette. 7709 Renwood Drive, Parma, OH 44129. 885-5042

Zaremba, Rev. Leonas. T35 (1975-6)

Zawadiwsky, Anna. 2811 Marioncliff Drive, Parma, OH 44134. 885-1088. T42; T43

Zeewy, Fanny. T21

*Zeidner, Cornelia. 15207 Madison Avenue, Lakewood, OH 44107. 521-3046. T8 (1976-7)

Zilinskas, Ona. T35; T36

Zimbalist, Mildred. T25

*Zimet, Evelyn. 14672 Superior Road, Cleveland Heights, OH 44118. 932-9270. T21

*Zimmer, Heidemarie. 8295 Mentorwood Drive, Mentor, OH 44060. 255-5105. T8

Zlataric, Mira. T5

Zsula, Marika (Mrs. Lajos). T30

*Zuby, Maija. 15111 Lanning, Lakewood, OH 44107. 521-4764. T34

Zupan, Frank. T41 (1976-7)

Zwick, Rosalie. T25

SECTION IV:

CORRECTION AND SUPPLEMENT FORMS

The last pages of this volume contain several questionnaires which can be used in providing information to augment or update the next edition of this Directory. Please feel free to remove and/or to copy the questionnaires. It's not necessary to use these forms to provide information----but the forms do tell you what sort of information is needed. There are three different questionnaires:

A. Initial Information. If there's no information in the Directory about your school, or only a brief entry, please complete this long questionnaire. It will provide EHALS with the information we need to write a full directory entry for your school.

B. Entry Revision. If the Directory already has a fairly full entry for your school, but some of the information needs to be revised, please use this questionnaire, and complete only the necessary items.

C. Teachers. If you're a teacher who is not listed in the Directory, or if you're listed but never submitted the questionnaire that was sent around in 1976-1977 as part of the EHALS Project, we would appreciate your completing this form. It will enter you in EHALS records, and give us information we need in seeking foundation support for EHALS activities.

A. Initial Information about Schools

If the Directory of Ethnic Heritage and Language Schools in Greater Cleveland contains no entry or only a very brief entry for your school, please fill in as much as possible of the information requested by this form and send it to:

Ethnic Heritage Studies
University Tower, Room 1704
Cleveland State University
Cleveland, Ohio 44115

Name of person completing form_____

Date form is completed_____

General Information

1. Language Taught_____
2. Name of school_____
3. Name of Director_____
4. Director's address_____
   street and number
   _____
   city zip code
5. Director's telephone (business)_____
   (home)_____
6. Place where classes are held_____
   _____
   street and number
   _____
   city zip code
   _____
   telephone number

7. Names of present teachers

a) _____ b) _____

c) _____ d) _____

e) _____ f) _____

g) _____ h) _____

(If your school has more than eight teachers, please list them alphabetically on a separate sheet.)

8. Would you allow teachers from other EHALS schools to visit your school while it is in session?

( ) Yes. If you checked "yes", please answer question 9.

( ) No. If you checked "no", please go on to question 10.

9. What arrangements should be made by anyone wishing to visit your school? (Whom to call, how much in advance, etc.)

_____

_____

10. Can you provide information about the history of your school?

( ) Yes. If you checked "yes", please provide whatever information you can on a separate sheet.

( ) No. If you checked "no", please suggest whom we might contact to find out about your school's history:

_____

Student Population

11. Number of present students at each age-level:

a) Pre-school _____ (5 yrs. old or younger)

b) Kindergarten _____ (5-6 years old)

c) First grade _____ (6-7 years old)

d) Second grade _____ (7-8 years old)

e) Third grade _____ (8-9 years old)

f) Fourth grade _____(9-10 years old)

g) Fifth grade _____(10-11 years old)

h) Sixth grade _____(11-12 years old)

i) Seventh grade _____(12-13 years old)

j) Eighth-Ninth _____(13-15 years old)

k) Tenth-Twelfth _____(15-18 years old)

l) Post high school _____(18 or older)

12. Total number of students in past years (please give information for the past five years if possible):

Year	Number of students

13. Language proficiency of students - please estimate the percentage of the students at each grade level who show each of the skill-levels noted. For example, if about half of the grade 4-6 students can only speak well, and half can also read and write a little, put "50%: in block 3 d, and "50%" in block 4 d.

	Grade-level (see No. 11 above)	a	b-c	d-e	f-g-h	i-j	k	l
Proficiency	1. No ability in school's language							
	2. Limited conversational ability only							
	3. Good conversational ability							
	4. Speaking fluency, some reading and writing ability							
	5. Good speaking, reading, and writing ability							

14. Language background of students - please guess at the percentage of all students who fit each of the following "background" categories:

a) School's language always spoken at home_____

b) School's language usually spoken at home_____

c) School's language sometimes spoken at home_____

d) School's language rarely spoken at home_____

e) School's language only spoken by some relative of student _____

15. Cultural background of students - please guess at the percentage of all students who fit each of the following "background" categories. (note: "home country" means the/a country where the school's language is spoken)

a) Students born in home country_____

b) Not "a", but both parents born in home country_____

c) Not "ab", but one parent born in home country_____

d) Not "abc", but one or both grandparents born in home country _____

e) Not "abcd", but one or more close relatives born in home country_____

f) Not "abcde", and little or no connection with home country _____

Curriculum

16. Goals of curriculum: please describe as briefly as possible what you consider to be the main goals of your school's learning program

_____

_____

_____

_____

_____

_____

_____

17. Are there any significant changes in your school between last year and this year? If so, please describe them briefly

_____

_____

_____

_____

_____

_____

18. Please list the exact days of the week and meeting times of all classes at your school. Use a separate sheet if there's not enough space here.

Type of class	Weekday(s)	Time class starts	Time class out
1.			
2.			
3.			
4.			
5.			
6.			

19. For each of the types of classes listed in No. 18, please give as much of the following information as you can. Use an additional sheet if necessary.

Type of class	No. of hours of class weekly	Type of learning materials used	Methods of teaching and grading used
1.			
2.			
3.			
4.			
5.			
6.			

Facilities

20. Number of rooms used_____

21. Average size of rooms_____

22. a. ( ) owned by school

b. ( ) owned by_____

_____

If you checked No. 22b, please answer

c. ( ) used at no cost

d. ( ) monthly rent of $_____

23. Please estimate percentage of students who:

a. ( ) walk to school

b. ( ) take public transportation to school

c. ( ) are driven by parents

d. ( ) are brought by school-owned or church-owned vehicle

24. Learning equipment available

a. ( ) blackboards or chalkboards

b. ( ) projection screens

c. ( ) "ditto" duplicator (Spirit masters)

d. ( ) other type of duplicator (describe)_____

_____

e. Overhead projectors: how many? _____

f. Movie projectors ( ) 8 mm.: how many? _____

( ) 16 mm.: how many? _____

g. Tape recorders:

type	no. available
_____	_____
_____	_____
_____	_____

h. cassette recorders: type _____ no. available _____

_____ _____

_____ _____

_____ _____

i. Maps, posters, audio-visual aids (please describe)_____

_____

_____

_____

j. Other not named above: _____

_____

_____

25. Of the equipment noted in No. 24,

a. ( ) All is owned by school

b. ( ) The following is owned by school: _____

_____

c. ( ) The following is owned by institution where classes are held_____

_____

Financial resources of school

26. Estimated total annual budget of school: $_____

27. Percentage of school's income derived from

a. Student fees: _____

b. Donations: _____

c. Institutional (church or other) support _____

d. Other _____

(please describe)

28. What tuition fees are charged to children attending your school?

One child: $_____per year

Two children in same family: $_____per year

Three or more children in same family: $_____per year

Other: _____

_____

_____

B. Updating of Information about Schools

If the Directory of Ethnic Heritage and Language Schools in Greater Cleveland contains information about your school that no longer holds true, or contains insufficient information, please fill in as much as possible of the information requested by this form and send it to:

Ethnic Heritage Studies
University Tower, Room 1704
Cleveland State University
Cleveland, Ohio 44115

Name of person completing form_____

Date form is completed_____

1. Language Taught_____
2. Name of school_____
3. Name of Director_____
4. Director's address_____
(street and number)

_____
city zip code

5. Director's telephone (business)_____

(home)_____

6. Place where classes are held_____

_____
(street and number)

_____
city zip code

_____
Telephone number

7. Names of teachers

a)_____ b)_____

c)_____ d)_____

e)_____ f)_____

g)_____ h)_____

(If your school has more than eight teachers, please list them alphabetically on a separate sheet.)

8. Would you allow teachers from other EHALS schools to visit your school while it is in session?

( ) Yes. If you checked "yes", please answer question 9.

( ) No. If you checked "no", please go on to question 10.

9. What arrangements should be made by anyone wishing to visit your school? (Whom to call, how much in advance, etc.)

_____

_____

_____

10. Can you provide information about the history of your school?

( ) Yes. If you checked "yes", please provide whatever information you can on a separate sheet.

( ) No. If you checked "no", please suggest whom we might contact to find out about your school's history:

_____

11. Number of current students

a) Pre-school_____(5 yrs. old or younger)

b) Kindergarten_____(5-6 years old)

c) First grade_____(6-7 years old)

d) Second grade_____(7-8 years old)

e) Third grade_____(8-9 years old)

C. Information about Teachers

It is very useful to The Association of Ethnic Heritage and Language Schools to have as much information as possible about teachers in our community schools; among other things, the information helps us in seeking foundation support for EHALS activities. We invite any willing teacher to fill out a copy of this form and send it to:

Ethnic Heritage Studies
University Tower, Room 1704
Cleveland State University
Cleveland, Ohio 44115

We are grateful for your help.

1. Your name_____

2. Your address _____
(street and number)

_____
city zip code

3. Your telephone (home)_____

(business)_____

4. Name of school where you teach

_____

5. Where were your born?_____

If you were not born in the U.S., please answer No. 6:

6. How long have you lived in

(a) the U.S.?_____

(b) The Cleveland area?_____

7. What is your educational background? (Please describe as carefully as possible the highest level of formal education you've reached and----if you studied in a college, university, or specialized school----your special area of training.

_____

_____

_____

_____

_____

8. Have you taught your language or culture elsewhere than at your present school?
( ) no
( ) yes. If "yes", where did you teach?_____

and how long?_____

9. How long have you taught at your present school?_____

10. What classes have you taught at your present school?_____

_____

_____

11. How many hours each week do you teach?_____

12. How many students do you have in each class? (Please answer separately for each class mentioned in item 10 above.)_____

_____

13. Have you developed, in your teaching at a community language/culture school, any method, teaching device, curriculum plan, etc., which you're particularly proud of, or which you think works especially well?
( ) no
( ) yes. If you answered "yes", please describe it (them) below as carefully as possible. (Use a separate sheet if necessary.)

_____

_____

f) Fourth grade_____(9-10 years old)

g) Fifth grade_____(10-11 years old)

h) Sixth grade_____(11-12 years old)

i) Seventh grade_____(12-13 years old)

j) Eighth-Ninth_____(13-15 years old)

k) Tenth-Twelfth_____(15-18 years old)

l) Post high school_____(18 or older)

12. Total number of students in past years (please give information for the past five years if possible):

Year	Number of students
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

13. Are there any significant changes in your school between last year and this year? If so, please describe them briefly

_____

_____

_____

_____

_____

_____

_____

_____

_____

14. Please list the exact days of the week and meeting times of all classes at your school. Use a separate sheet if there's not enough space here.

Type of class	Weekday(s)	Time class starts	Time class out
1.			
2.			
3.			
4.			
5.			
6.			

15. Is there any other information about your school that you think should be referred to in the Directory? (Use a separate sheet if necessary).

_____

_____

_____

_____